

VOLUME IV

The

NUMBER 4

# A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



SEPTEMBER, 1923



## Education or Jazz?

For education in all kinds of schools the United States spends a *thousand million* dollars a year—less than 10 dollars per capita. Since the foundation of our Government the outlay for education has been only a little more than we spent in the *one year and five months* we were in the recent war. We spend for *tobacco* twice as much as for education. For *joy rides, pleasure resorts and races* we spend thrice as much. For *cosmetics*, three-fourths as much; for *soft drinks and scented soaps*, three-fourths as much; for *jewellery*, half as much. Dr. Claxton, when Commissioner of Education, figured that our *bill for luxuries was twenty-two times our bill for schooling*. The world has never seen another experiment in government comparable with our own. Here tropic, semi-tropic, temperate and semi-arctic zones, inhabited by peoples gathered from everywhere, are developing a cosmopolitan civilization founded on *self-rule*. Its cornerstone is *power to think*—a power developed by education. We dare not skimp this fundamental process if "government of the people, by the people, for the people," is not to "perish from the earth." The people cannot rule unless they are educated.—*The Washington Herald*.

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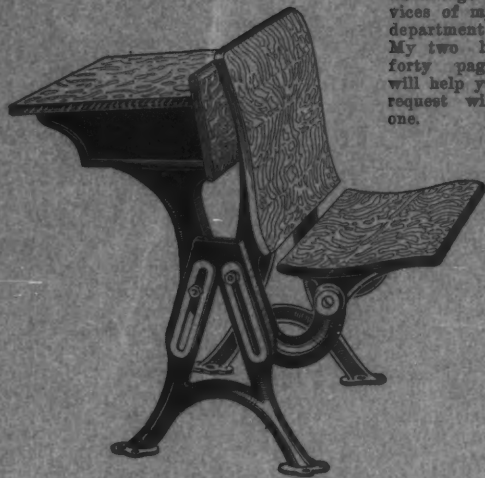
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# The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the Tenth of Each Month.

## EXECUTIVE OF A.T.A.—1923-24:

President: J. E. Somerville, Edmonton.  
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## The A.T.A. Magazine

EDITOR: H. C. Newland, M.A., LL.B., Edmonton.  
ASSOCIATE EDITORS: T. E. A. Stanley, Calgary; J. T. Cuyler, Medicine Hat; Miss M. J. Goudie, Medicine Hat; R. V. Howard, Canmore; C. S. Edwards, Edmonton.

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No. 4

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JOHN W. BARNETT,  
General Secretary-Treasurer,  
Alberta Teachers' Alliance,  
10701 University Ave., Edmonton.

## Official Announcements

### PAYMENTS REQUIRED OF MEMBERS

Annual Salary	Membership	Subscription	Total
	Dues to A.T.A.	to The A.T.A. Magazine	
(1) Under \$1500 .....	\$ 5.00	\$ 1.00	\$6.00
(2) \$1500 but less than \$2000.....	7.00	1.00	8.00
(3) \$2000 but less than \$2500.....	9.00	1.00	10.00
(4) \$2500 and over .....	10.00	1.00	11.00

N.B.—The above dues include membership to the Canadian Teachers' Federation. The subscription to the "A.T.A. Magazine" is not compulsory, but no loyal member of the Alliance should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than anything else to assist the Executive in planning for the entire year. A splendid collection report will mean more than most members realize.

Has your Local appointed a good live membership committee?

### CONTRACTS—TEACHERS ACCEPTING NEW POSITIONS

A recent judgment of the Alberta Appeal Court shows that a secretary-treasurer of a school board cannot be delegated to make arrangements for appointing a teacher except the school board has by resolution at a regular or special meeting specifically appointed the particular teacher. If a teacher receives a letter from a school board accepting him as teacher it is necessary that there be a guarantee given that a resolution such as referred to above has been formally passed by the board; otherwise the teacher has no hold on the school board nor any of the members or officials thereof. The contract MUST be signed before the teacher commences duties.

### REPORTS OF LOCAL ALLIANCE MEETINGS, ETC.

The A.T.A. Magazine does not contain sufficient Alliance news. This complaint is frequently made. The fault, however, is not due to the management, but to the fact that the Editor and others responsible for collecting material for the Magazine are not given the necessary support by the Locals. If a Press Correspondent has not been appointed by your Local, the Secretary or President should send in reports of Local Alliance Meetings, School Fairs, Items of Personal Interest—to members, new appointments, marriages of members, deaths of members, etc., Reports of Conventions and Institutes, and all other items of local educational interest. These reports are really DESIRED, and persons sending same will receive the sincere thanks of the Provincial Executive.

### TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting without having received advice previously. Several cases have recently been brought to our notice where teachers have been stamped into action—have even resigned—thereby rendering it impossible for the Alliance to be of assistance.

If a member in difficulties is a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the Local Executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Central body. Local organizations should function wherever possible.

If a Member at Large, a letter, lettergram or long distance phone call will be promptly attended to, and the necessary advice tendered. (Phone Number 31583, Edmonton.)

### LOCALS

Have you tried to form a local and been discouraged and unsuccessful? The time of disappointment should now be ended. No longer is it necessary to be compelled to gather together TEACHERS can meet in one centre, the Annual General Meeting has instructed the General Secretary to recognize them as a Provisional Local Alliance; that is to say: If headquarters is informed of the name of the Provisional Local Secretary all official notices, communications, etc., will be forwarded. Don't be satisfied by being merely a "member at large": get into the organization work, and make the Alliance function in your midst—Provisional Locals should spring up everywhere. MAKE SURE OF ONE WHERE YOU ARE. Don't leave it to "George" to do it. Do your "bit."

## The Story of the British People

A history reader for the pupils of Grades V. and VI. The revision of the new edition, which is now ready, has been carried out by an eminent Canadian author and historian. New chapters have been added; others have been abridged; statements of fact have been amended, and the narrative has been brought down to the end of the Great War. The whole book has been re-set in larger type and twenty-four coloured illustrations added to those in black and white. Retail price, postpaid, 60 cents.

## The Story of the Human Body

A hygiene reader especially written for the pupils of Grades V. and VI. It has won the enthusiastic appreciation of specialists in school hygiene for it is thoroughly up-to-date, so simply written that it holds the pupil's interest throughout, and is well illustrated in colour. Retail price, postpaid, 60 cents.

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The above mentioned books may be obtained in the Nelson Classics at fifty cents a copy, postpaid. They are unabridged, printed in clear type on good paper, and strongly bound in red cloth. Their compact size makes them especially desirable for school use.

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WETASKIWIN	Miss O. I. Blakeley, Wetaskiwin.
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CESSFORD	Mr. Adams, Cessford
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ROSEMARY	Mr. McNamara, Rosemary
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GEM	Ruth M. Rannie

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

## JOIN THE WORKERS' EDUCATION BUREAU

Not every union teacher can go to Brookwood Workers' College to study problems of workers education, but every union teacher can join the Workers' Education Bureau. Joining the W. E. B. means that you will be on the mailing list, that you will receive not only the regular issues of the Quarterly Journal, but that you will receive all the bulletins issued on the process and the progress of workers' education. Not only this, but you will unfailingly get some new lights on old problems. Workers' education has to be live or it ceases to be at all. A new technic of handling classes is rapidly emerging from this imperative demand that the teacher of mature men and women shall be simple, yet profound; authoritative, yet a learner; apt at telling what he knows, and apt at finding what must still be taught and learned. The Workers' Education Bureau is collecting book lists, syllabi of courses, reports of experience in all lines; the Bureau is also making a directory of teachers who are desirous of teaching in the workers' education movement. It is, in short, a clearing house of information on this all-important subject.

At its sixth annual convention the American Federation of Teachers pledged its support to the Workers' Education Bureau. Become a better union teacher by joining the W.E.B.

The annual fee is \$2.00. Address Spencer Miller, Jr., Secretary, Workers' Education Bureau, 476 Twenty-fourth Street, New York.

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It's not the guns or armament  
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It's the close co-operation  
That makes 'em win the day.  
It is not the individual  
Or the army as a whole,  
But the ever lasting teamwork  
Of every bloomin' soul.—Kipling.

"Willie," said his mother, "I must insist that you stop shooting craps—those poor little things have just as much right to live as you have."

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### A MESSAGE TO THE TEACHERS OF ALBERTA

Do you know that many children are backward in their studies, not because they lack the necessary willingness and ability, but because of improper food?

Surveys made in many of the larger cities confirm the fact that a large percentage of backward children belong to well-to-do families. They receive plenty of food, but not sufficient NOURISHING food.

Milk is the only perfect food. It contains all the elements necessary to sustain life and increase the mental and bodily vigor. The most eminent medical authorities advise that every child should drink at least a quart of milk a day.

A liberal milk diet will transform listless, inattentive, ailing children into healthy, vigorous, painstaking pupils, enabling them to achieve a greater success in their studies, and thus considerably improve your class record.

Please think it over.





## Third Annual Meeting of Canadian Teachers' Federation

This year the Dominion-wide organization of Canadian teachers held its third annual meeting in the grand old city of Montreal on August 7th, 8th, 9th and 10th. The meetings were held in the Faculty Room of the Medical Building of McGill University. There were delegates present from eight provinces, Nova Scotia alone being unrepresented. New Brunswick, though not yet affiliated, sent a "watching delegate," and Quebec and Prince Edward Island, the two provinces which joined during the current year, were each represented by official delegates for the first time.

The morning session of the first day was opened by the President, H. W. Huntly, of Winnipeg. Thereupon Sir Arthur Currie, the Principal of McGill, on behalf of the educational institutions of Montreal welcomed the delegates to Canada's metropolis. Sir Arthur made it clear that Montreal is the "Mecca for Conventions," not because it is "less arid" than other regions of Canada, but because of the inspiration to be drawn from the great natural beauty of the Island of Montreal, and from its wealth of historical interest. Truly, Montreal is inspiring.

The session then proceeded to strike committees and hear reports. The Credential Committee consisted of R. E. Howe, Montreal, and E. K. Marshall, Portage La Prairie, Man. The members of the Constitution Committee were: W. N. Finlay, Yorkton, Sask., Chairman; Harry Charlesworth, Victoria, B. C.; C. W. Laidlaw, Winnipeg, Man.; H. C. Newland, Edmonton, Alta., and H. R. H. Kenner, Peterborough, Ontario. In asking for further committees, President Huntly expressed a desire to have all contentious matters fought out in committee, so that the sessions might move smoothly, rapidly, and effectively. Accordingly a Resolutions Committee was appointed consisting of G. J. Reeve, Winnipeg, Man.; W. J. Bailey, Regina, Sask.; G. A. Fergusson, Vancouver, B. C.; J. D. Seaman, Charlottetown, P.E.I.; and R. E. Howe, Montreal, Que. No committee on policy was formed, but there was a Budget Committee consisting of Miss N. M. McKillican, Victoria, B. C.; J. E. Somerville, Edmonton, Alta.; Dean Sinclair Laird, Macdonald College, Quebec; E. K. Marshall, Portage La Prairie, Man.; Miss H. S. Arbuthnot, Toronto, Ont.; W. E. Parker, New Perth, P.E.I.; and Miss C. E. McGregor, Prince Albert, Sask. Dr. E. A. Hardy, Toronto, chairman of last year's Budget Committee, acted as advisor. These committees certainly lightened in a very great measure the task of the general sessions by themselves getting through with an immense amount of "spade work."

The reports of the President and also of the Secretary-Treasurer are given in full below. It will suffice here to point out that these reports show that the Federation has received much better support this year from the various provincial organizations than ever before. In a later issue we shall be able to give the full text of the reports of the several provincial delegates. It may be remarked here that while the Alberta Teachers' Alliance is perhaps not the strongest organization in the C.T.F. it is certainly well above the average both in financial strength and in the strength and progressiveness of its membership and policies. Some of the western organizations for example, the Secondary School Teachers' Federation of Ontario, enjoy exceptional advantages, and have developed great

strength. Here and elsewhere a sound pensions scheme and the practice of terminating agreements only at the end of the school year have done much to stabilize the profession. In Prince Edward Island, however, salaries have been practically doubled by the formation of a provincial organization affiliated with the C.T.F.

Sessions of the general meeting were addressed by Dr. G. W. Parntalee, Deputy Minister of the Department of Public Instruction for Quebec; Rev. W. Morris, Secretary of the Ontario Trustees' Association, who is now organizing a Dominion body of trustees; Mrs. Rixham, a fraternal delegate from the National Union of Women Teachers of England and Wales, and Mrs. Josephine Colby, a fraternal delegate from the American Federation of Teachers.

The delegates were most certainly entertained "royally" in the "Royal City." On the evening of the first day's session they were the guests of the Provincial Government at a banquet at the Mount Royal Hotel. Here they were addressed by the Hon. Athanase David, Provincial Secretary for Quebec, a brilliant French-Canadian orator. With all the charm of a cultivated Frenchman, not quite so much at home in English as he would be in French, the speaker set forth the special problems of Quebec in educating and maintaining her rural population. He made a plea for a broader Canadian national spirit in which the problems of education, immigration, and agricultural life may be envisaged with a sense of their national importance. It is no longer reasonable for the other provinces of the Dominion to patronize Quebec, for Quebec is facing her difficulties with success, and has already attained a sound prosperity. The guests very much enjoyed this glowing address and will long remember it and the charming address in French by the Hon. Cyrille F. Delage, Superintendent of Public Instruction.

The delegates were, on the second day, the guests of the Montreal Rotary Club, who drove them by automobile to Lachine, Ste. Anne de Bellevue and Senneville—a most beautiful and fascinating trip, combining the charm of natural beauty with the lure of historic interest. What teacher, for example, who knows the "Canadian Boat Song," would not be delighted to see Ste. Anne's Church and Tom Moore's House—now occupied, by the way, as a suburban branch of the Bank of Montreal. Besides there were the Hudson's Bay House, Fort Senneville, and Simon Fraser's Grave.

For luncheon the delegates gathered at Macdonald College, and were made welcome by Dr. Harrison, the Principal, and the Summer School students. In the afternoon the return trip to Montreal was made by boat through the Lachine Rapids—a somewhat thrilling experience for the delegates.

On the evening of the third day, the Federation was entertained at dinner at the Windsor Hotel as the guests of the Provincial Association of the Protestant Teachers of Quebec, Mrs. E. A. Irwin, of Outremont, presiding. This function concluded the official entertainment of the delegates, but there were numerous other delightful visits for those to whom Montreal was new—to the Church of Notre Dame, the Chateau de Ramezay, the Art Gallery and the S.S. Montcalm of the C.P.R. Line—and, of course, the climb up Mount

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Royal. It was a wonderful week, truly!—a week never to be forgotten.

Two matters of outstanding importance engaged the attention of the Federation. One was affiliation with the World Federation of Educational Associations, at a recent meeting of which in San Francisco, President Huntly and Past President Charlesworth were delegates. The other matter was that hardy annual, the amendments to the constitution! The most important change was the reduction in the number of members of the Executive, which now consists of—President, Vice-President, Past President, Secretary and one representative to be chosen by each province which is not represented by one at least of the four officers first named. The idea is to get a smaller group of officers who have, therefore, a better chance of meeting, or at least of getting some action on matters of importance which are left in its charge by the Annual Meeting, or arise during the year. The new officers are:

President.—H. C. Newland, M.A., LL.B., Edmonton, Alta.

Vice-President.—E. A. Hardy, B.A., D.Paed., Toronto, Ont.

Secretary-Treasurer.—Harry Charlesworth, Victoria, B. C.

Past President.—H. W. Huntly, M.A., Winnipeg, Man.

For Saskatchewan.—W. N. Finlay, B.A., Yorkton, Sask.

For Quebec.—Sinclair Laird, M.A., B. Phil., Dean of the School for Teachers, Macdonald College, P.Q.

For P.E.I.—J. D. Seaman, Charlottetown, P.E.I.

The official delegates from the various provinces were:

The President, H. W. Huntly, M.A., Winnipeg, Manitoba.

British Columbia—Chas. E. Fergusson, Vancouver; N. Margaret McKillican, Victoria; Harry Charlesworth, Victoria.

Alberta—J. E. Somerville, Edmonton; H. C. Newland, Edmonton; Chas. E. Peasley, Medicine Hat.

Saskatchewan—Wm. J. Bailey, Regina; Christina E. McGregor, Prince Albert; Wm. N. Finlay, Yorkton.

Manitoba—C. W. Laidlaw, E. Kildonan; G. J. Reeve, Winnipeg; E. K. Marshall, Portage la Prairie.

Ontario—H. R. H. Kenner, Peterborough; L. C. Colling, Hamilton; Helen S. Arbuthnot, Toronto.

Quebec—Sinclair Laird, Macdonald College; Elizabeth A. Irwin, Outremont; R. E. Howe, Westmount.

Prince Edward Island—J. D. Seaman, Charlottetown; D. Ernest Parker, New Perth.

New Brunswick—Geo. E. Marr, St. Martin—as visiting delegate.

The 1924 meeting of the C.T.F. will be held at Victoria, B. C.

#### REPORT OF THE PRESIDENT

Delegates to the 4th Annual Convention of the Canadian Teachers' Federation:

Ladies and Gentlemen:

It affords me much pleasure to be present at this Convention and to see the interest which is shown. I wish you would bear with me while I present the following report, which although brief will cover most of the important events in our work during the past year.

The first thing I wish to report on is the matter of finance. This I feel should be discussed in the very

beginning, since it is so essential to our organization at this stage of its development.

Some of you will remember that at our Convention in Saskatoon last year we had a difficulty with our financial situation. All the last morning of the Convention was given over to the discussion of what was the best thing to be done to wipe out our debts and thus begin over again as far as our finances were concerned. Certain allotments were made for each province to pay or to receive in order to settle the expenses of the Toronto Convention. Then a straight levy of \$150 was asked from each province to cover, as I understood, the expenses of the Saskatoon Convention and a straight 50 cents per member was levied for this year's work. This, however, was not the interpretation taken by all the delegates and soon I found a difficulty. The \$150 did not cover the expenses of the Saskatoon Convention and the bills came in thick and fast with not sufficient money in our treasury to meet them. For a time I was completely perplexed. The time was rapidly passing and I, on account of our financial situation, could make no progress. I made my difficulties known to the President and Executive of the Manitoba Teachers' Federation, and they came to my rescue, contributing \$600 which was more than their quota at that time. Manitoba was soon followed by the Secondary School Teachers of Ontario and for the time being it seemed as if it would be possible to carry out a progressive policy during the remainder of the year. A large bill of over \$1,200, mostly covering back debt, came in from British Columbia. If our Secretary had paid this our treasury would have been again depleted. Hence I asked our Secretary to pay the part of it which belonged to this year and leave the rest until later in the year when I could get a committee to unravel the difficulty and to bring in a report. I have asked Mr. Charlesworth, Mr. Laidlaw, Miss Arbuthnot, Mr. Howe and Dr. Hardy to act on this committee and to report at this Convention, specially where our Convention belongs, e.g., Is it the Saskatoon or Montreal Convention that belongs to the past year?

Now let me emphasize upon the delegates the great need of getting the matter of the finances clear. Nothing should be done in a hurry or without a clear understanding on the part of every delegate. It was quite possible for the officers last year to simply pay back debts and to be able to do nothing new until February or March of this year.

I wish to say that I did not follow this policy. I knew Manitoba and Ontario had rushed to our assistance in order to get something constructive done, so I refused for the time being to pay some of these debts, and tried to initiate as active a policy as I knew how. I hope the provinces concerned, with this explanation, will forgive me.

With this line of procedure I am glad to be able to report to you that during the year we carried on an active policy and have finished up with a good balance to our credit. The details of this, however, I will leave to our Secretary, Miss Arbuthnot, to report.

Now my experience during the past year forces me to suggest that the affiliated provincial organizations do not delay in sending in their fees. Some ought to be forwarded early and the rest later on. Because our organization should be able to meet all emergencies at all times of the year, and is just as much in need of funds during the early autumn as during the later spring or summer.

Bulletin.—During the year three bulletins were is-



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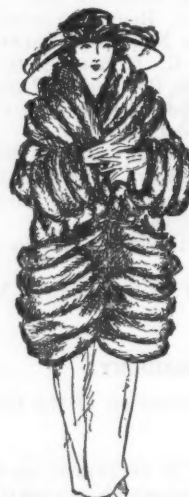
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sued for information between the Executives and also for general information regarding the organization. These bulletins took time and patience and I wish to thank Dr. Hardy and his committee for the excellent work they did in the interest of the Federation. These bulletins were distributed not only in the provinces which belong to the Canadian Federation, but in the other provinces as well. In fact, they were very useful to communicate information to both the teachers of the Old Country and of the United States.

Personally, I would like to see these continued. At least two should be published, since the expense is so small. An organization like this requires some special organ of its own, and I hope to see the day when it will have a National Educational Journal similar to the journal of the National Education Association of the United States.

**Affiliations.**—The Federation during the year greatly increased its membership. Shortly after the New Year, the Protestant Teachers of Quebec asked for affiliation with the Canadian Teachers' Federation, and were welcomed into the organization. Quebec has a strong body of well-trained teachers and they will do much in framing the future policy of our organization. Also a few weeks ago the teachers of Prince Edward Island asked to join the Federation and were admitted. We are glad to welcome their delegates with us at this Convention. Prince Edward Island is one of the Maritime Provinces where so many educators come from, and we must in the near future have them all with us. It is gratifying to be able to report that although only three years old, the Canadian Teachers' Federation has affiliated with it every province in Canada with the exception of two, one of which, I understand, has an official representative at this Convention.

**Conventions.**—The Federation did not forget the opportunities offered at the big conventions for constructive work, and thus sent several delegates to these during the year. Mr. Howe of Montreal was sent to St. John, N.B., to address the teachers' convention there. Mr. Howe proved to be a worthy representative and as a result of his work, Mr. Marr is with us at this Convention as an official representative from the teachers of New Brunswick.

Miss Colwell of Winnipeg went to Toronto and Miss McAuley of Toronto visited Winnipeg and addressed the Convention there. Both of these teachers did excellent work and I hope that this exchange of teachers between provinces and cities may be increased. It always seems to me humiliating to have other professions addressing our Conventions and telling us what we should do. No one should be better fitted to give advice in Education than the specially trained teachers themselves.

Another important Convention during the past year was the Convention of the National Council of Education which met in Toronto during Easter week. The Federation was ably represented at this Convention by Miss E. S. Colwell of Winnipeg, Miss H. S. Arbutnot of Toronto, Dr. E. A. Hardy of Toronto, and Mr. Chas. G. Fraser of Toronto. A report given by Miss Colwell has been printed in many parts of the West, but we will have a special report given by Dr. Hardy at this Convention.

During the year I, as President, visited Saskatchewan and spoke at the Convention in Regina. The attendance was very large and it offered me a splendid opportunity to discuss with the teachers of Saskatchewan the problems common to teachers. I found in

Saskatchewan a live organization under able leadership. In the near future I anticipate one of the largest organizations of the C.T.F. in the Province of Saskatchewan.

**Appeal.**—According to a resolution passed at the last Convention the Executive issued an appeal in behalf of the teachers of New Westminster, Edmonton and Brandon. There was some delay in getting these out, but when printed they contained all information concerning each case, and the admirable stand taken by the teachers in the interests of our profession was duly emphasized. The response has been fairly good but I am not in a position to say definitely what it is until the delegates report.

**Constitution.**—Perhaps one of the most important things to be considered at this Convention is the study of the Constitution. The Constitution as it now stands is somewhat faulty. If any one doubts this statement let him act as President for three months and see for himself. I wish to say that I tried to follow it early in the year, but found it very awkward. The personnel of the Executive changed and then the old members lost interest, and referred me to the newly appointed delegates. To overcome the difficulty I kept in touch with either the President or the Secretary of the provincial organizations and consulted them on all doubtful points. However, I would suggest that the Executive in the future be reduced in number, say to four or five, and that these constitute the Executive for the year. No President can do his best when his Executive is continually changing and the personnel uncertain. Again I would like to urge that when our constitution is in its growing stage that each delegate here answer all correspondence promptly to the President or Secretary. Great delays occurred through lack of promptness, and I feel quite sure that some members did not realize the inconvenience they were putting the officers to by delay or partial neglect in replying to correspondence. Yet, I wish to thank the Executive as a whole for their keen interest and willingness to co-operate.

**Other Items.**—There are many items which I could discuss with you in this report, but I judge it superfluous, since they all have been printed in our bulletin. I might, however, say that we tried to get a delegate to go to Paris to represent us at the Convention of the Teachers of France, but we had not the time to make the necessary arrangements.

Recently we had an invitation to send a delegate to the International Convention at La Hague, but I failed to get in contact with the teachers now overseas and so we will not be represented there on August 20th, unless, while in Montreal, I can make such arrangements. I believe it is very important for us as an organization to have strong representatives at these international gatherings. And I found it remarkable how the Canadian Teachers' Federation was known abroad as well as the prestige it seemed to carry. This seems the more remarkable when we consider how young our organization is.

**World Convention at San Francisco.**—During the past year, the most important convention as far as our Federation is concerned was the World Conference at San Francisco, California. This Convention met during June 26th—July 6th in the Fairmont Hotel and consisted of 200 delegates representing 40 different nations. It was of such importance that I have arranged for a special report to be given at this Convention. However, in this report I wish you to note these facts: (1) The purpose of this Convention was

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Physics  
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Algebra  
Geometry  
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Chemistry  
Agriculture  
Physics  
Latin  
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to promote the principles of peace throughout the world. It was thought that it might be possible to form some sort of an organization whereby the schools of the different nations might be used to promote a better understanding among the peoples of the world. This organization, I am glad to say, has been formed and Mr. Charlesworth, our ex-president, has been appointed on the directorate of that body. (2) In Canada there was a general apathy and lack of interest in this movement. I received full information concerning it from Dr. Thomas, the new president, but when I spoke to educational officials, members of the National Council, etc., they seemed to have little or no idea of its importance. This apathy was also shown by the few delegates which attended. Outside of British Columbia, I was the only Canadian delegate, and I did not decide to go until one week before I left Winnipeg. I wish to thank the Executive for insisting that I should go, because I feel that a great work has been accomplished. A connection has been made between the N.E.A. and the C.T.F. and a representative of the N.E.A. as a result is with us here. We had a golden opportunity to show a proper attitude towards the teachers of the United States, and we have been a factor in organizing this great world movement.

I travelled west to this Convention over the C.P.R. and on my way got in touch with the officials in Saskatchewan and British Columbia. At Seattle I met Mr. Charlesworth and we travelled together by boat from Seattle to San Francisco. When we arrived we were given a friendly welcome. Every courtesy was shown, and I hope if the American teachers ever come to Canada that the Canadian teachers will reciprocate the courtesy shown to their delegates at San Francisco.

The Convention divided into seven sections and four Canadian delegates decided that the greatest amount of good could be accomplished if each took a section and for the most part remained in that section. Mr. Charlesworth went in A Section on the formation of a world organization and I went into Section F on illiteracy. Three sections had no Canadian delegates, so Miss Jamieson, a teacher of British Columbia, and a student in Berkeley Summer School, went into another section and proved a worthy representative.

I have asked that a report from each delegate be included in the special report to be given by Mr. Charlesworth at this Convention.

In concluding this introduction to the special report I might say that your representatives—your president and ex-president—had the honor to be appointed Chairmen of the special committees from their respective sections and were the first to introduce resolutions before the plenary council, Mr. Charlesworth on the appointing of an education attaché to the embassy of each nation and mine was on the appointment of an illiteracy commission with headquarters at New York. This privilege is something we, I am sure, will always cherish.

At this Convention here in Montreal I hope some definite steps will be taken to link up with this world organization which has just been formed. The fact that we are meeting so shortly after its formation gives us a splendid opportunity to be one of the first to move.

Outside Delegates.—During this Convention it was not only my privilege to meet the delegates from the many nations represented, but it was also my extreme pleasure to meet the delegates from the different parts of the British Empire. In order to get better acquainted

we arranged a small banquet and around the table there sat 17 delegates representing India, New Zealand, Canada, Scotland and South Africa. Short speeches were given and a general good time enjoyed.

Let me say that some of these delegates are with us today. I take great pleasure in welcoming to this Convention Mr. Geo. C. Pringle, Secretary of the Scottish Teachers' Association; also Hemendra K. Rakhit representing India, and Mrs. Winnifred M. Rixham representing the Women of England. I hope these teachers will feel at home while with us and that they will carry back an inspiring word concerning Canada.

There are many visitors here from the different provinces of Canada. I wish to extend a welcome to them all. And I hope that from this convention a great unifying influence will go out throughout the length and breadth of this Dominion. This convention has been arranged so that ample time will be given for deliberation. Let me exhort you to take as much up in committee as possible before introducing it on the floor of the Convention.

Before closing I wish to thank Miss Arbuthnot for the able way she performed her difficult task. To her, to a very great extent, has been due the measure of success which we have had during the past year. The Secretary in the East and the President in the West worked out splendidly. I would recommend after this year's experience that one officer be in the East and the other in the West, and that copies of all letters sent to the one be sent to the other. During the year I sent Miss Arbuthnot copies of all letters written in the Winnipeg office and received copies of those sent from Toronto. In this way the two officers were kept in touch with the whole working of our Federation.

I wish to thank you all for the privilege of being your President during the past year. It has been something that I will always appreciate. I may say that on all occasions I tried to discharge my duty. My action may not have been what it should have been; but it represented the best judgment that I possessed, and in closing I wish also to thank the ex-president, Mr. Charlesworth, Dr. Hardy, Mr. Howe, Mr. Laidlaw, and all the other members of the executive for the excellent co-operation given me last year, and thus enabling the Federation to reach its present degree of development.

Yours most humbly submitted,  
(Signed) H. W. HUNTLY,

President.

#### REPORT OF SECRETARY-TREASURER

There has been a steady improvement in the financial basis of the Canadian Teachers' Federation during the three years of its growth. It is not yet quite what it should be, but the last year is incomparably in advance of the two former years.

While our balance, if any, after the Convention, will not be large, we must remember that the action of last year's Annual Meeting left an empty treasury with obligations to meet; and that we are financing two (perhaps three) Conventions this year, as well as paying off past debts. With our income it ought to be comparatively easy to carry on in future years.

We have the very great pleasure of recording the inclusion of two more provinces—Quebec and Prince Edward Island. Efforts were made to bring in New Brunswick and Nova Scotia, the President offering to send a representative to discuss the matter. New Brunswick accepted the offer, and Mr. R. E. Howe, B.A., of Westmount, undertook the mission at the re-

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quest of the officers. New Brunswick decided to send a delegate to this Conference and to hear his report before taking final action.

The transportation expenses of the 1921 Convention have been settled according to the plan on Page 37, Bulletin No. 1. There was a divergence of opinion about the Saskatoon delegates' expenses, and only a part of these have been paid, pending the decision of this Convention.

Following the instructions of the last Convention, three Bulletins were published and distributed among the Provinces. Two thousand of each number were printed at a total cost (including printing, envelopes and mailing) of \$539.30.

A feature of this year's work has been the exchange of speakers at Conventions. Toronto had the pleasure of meeting a number from other provinces who came to attend the meetings of the National Council of Education. Some of these addressed meetings at the O.E.A., notably, Mr. Howe of Quebec, Miss Colwell of Manitoba, and Miss Going of Alberta. Miss McAuley of Toronto, addressed the Manitoba teachers in Winnipeg, and Mr. Huntly spoke to the Saskatchewan Teachers' Alliance in Regina. Reports from these provinces indicate that this exchange is very valuable and should be increasingly practised.

An invitation was received from Paris, France, to send a representative to the Confederation of French Intellectual Workers. The President cabled regrets. Three delegates were sent to the National Council of Education and Character Building in Toronto at Easter. Dr. Hardy will give a report. Mr. Huntly, at the request of the Executive, attended the World Conference on Education at Oakland, California, as our representative, and will give a report.

A memorandum was sent out containing the basis of an appeal to the teachers for compensation of those who suffered financially for the rights of the Federation in Edmonton and New Westminster. So far, only one province, British Columbia, has responded, but no doubt the others will follow. Manitoba has taken action and the Toronto Teachers' Council has formally approved of the appeal, authorizing a collection in the Autumn.

Resolutions from the different provinces will be found in the May Bulletin (No. 3).

Valuable suggestions for carrying on the work come in occasionally and are much appreciated. One of these is that copies of correspondence be sent to both the President and the Secretary. This has been largely done and consequently we have been able to keep in touch much better than formerly. Another is that we have a definite day, early in July, for closing the books. This would enable the Secretary to have a report in the hands of the Executive at the appointed time. A third suggests that each province should have a committee on Resolutions for the C.T.F. appointed at its Annual Meeting and that this committee should report to the Secretary as soon after as possible.

The Federation appreciates the generosity of Quebec in extending its hospitality to the Conference, in this the first year of its membership.

Personally, I wish to thank the members of the Executive for the honor conferred upon me, in my absence, at the Saskatoon Convention, and for their courtesy in correspondence during the year.

Respectfully submitted,

HELEN S. ARBUTHNOT,  
Secretary-Treasurer.

#### RESOLUTIONS PASSED AT FOURTH ANNUAL MEETING OF THE CANADIAN TEACHERS' FEDERATION, MONTREAL, AUGUST 7TH TO 11TH, 1923

(1) Resolved that it be an instruction to the Executive Committee that for the year 1923-1924 those Provinces unrepresented by the officers, should each be asked to elect one member to be added to the Executive.

Moved, H. Charlesworth; Seconded, Miss McGregor.

(2) Resolved that the Canadian Teachers' Federation affiliate with the World Federation of Educational Associations.

Moved, Mr. Laidlaw; Seconded, Mr. G. A. Fergusson.

(3) Whereas the Bureau of Statistics of the Federal Department of Trade and Commerce has issued a valuable statistical report on education in Canada, it is hereby resolved that the Canadian Teachers' Federation record its approval of this report, urge the Bureau to extend its scope and express the willingness of the Canadian Teachers' Federation to co-operate in this work in every possible way.

Moved, Mr. Reeve; Seconded, Mr. Fergusson.

(4) Resolved that in the opinion of the Canadian Teachers' Federation, the minimum professional training required from persons entering the teaching profession, be a one-year course, and that the several departments be urged in the case of teachers moving from one Province to another, to recognize the certificates thus obtained, provided that the teacher's obligation to the Province granting the certificate has been discharged.

Moved, Mr. Reeve; Seconded, Dean Laird.

(5) Resolved that in future the Canadian Teachers' Federation Bulletin be discontinued, and instead of this, the C.T.F. should send out to the Secretaries and Bulletin Editors in the various Federations a typed or multigraphed statement of any items of interest.

That the name of each provincial organization and that of its official correspondent be published in each issue of the multigraphed circular.

Moved, Mr. Reeve; Seconded, Mr. Bailey.

(6) That the annual fee of 50c per member be continued.

Moved, Mr. Reeve; Seconded, Mr. Fergusson.

(7) Resolved that the Canadian Teachers' Federation approve of the inclusion of suitable selections from Canadian literature in the English Literature Courses in our schools.

Moved, Mr. Reeve; Seconded, Mr. Somerville.

(8) Resolved that the question of Canadian Teachers' Federation excursions to Great Britain in 1924 be referred to the incoming Executive.

Moved, Mr. Bailey; Seconded, Mr. Colling.

(9) Resolved that the incoming Executive be instructed to keep the British Educational Organizations in close touch with Canadian Educational conditions.

Moved, Mr. Reeve; Seconded, Mr. Fergusson.

(10) Resolved that the Canadian Teachers' Federation desires that the several Provincial Organizations request their members before accepting positions in other Provinces, first to communicate with the Secretary of the Federation Organization in that Province, in order that they may receive accurate information concerning such position.

Moved, Mr. Reeve; Seconded, Dean Laird.

(11) Resolved that the best hanks of the Canadian Teachers' Federation be and are hereby tendered to the Provincial Association of Protestant Teachers of Quebec, to the Government of the Province of Quebec,

the Hon. Athanase David, Provincial Secretary, the Hon. C. F. Delage, Superintendent of Public Instruction, Dr. G. W. Parmalee, Deputy Minister of the Department of Public Instruction, for their official welcome, reception and entertainment at this Annual Conference in Montreal; to Sir Arthur Currie, Dr. F. C. Harrison and the authorities of McGill University, and the Macdonald College for the accommodation and entertainment of the Federation; to the officers and members of the Rotary Club, to the Harbour Commissioners of Montreal and the officials of the White Star Dominion Line, to the Daily Press of the City of Montreal and of Canada, and to all who have in any way aided in making the Convention such a pronounced success.

(12) That the best thanks of the Federation be tendered to the retiring President, Mr. H. W. Huntly, and the retiring Secretary, Miss Helen S. Arbuthnot, for the excellent services rendered to the Federation during their year of office.

(13) That an honorarium of \$75 be granted to Dr. E. A. Hardy for his work as Editor of the Federation Bulletin, and that the honorarium of \$250 be paid to the Secretary-Treasurer, Miss H. S. Arbuthnot; also that the allowance in the Budget of \$100 to the President for incidental expenses and the honorarium of \$300 to the incoming Secretary-Treasurer be honored.

Moved, Miss McKillican; Seconded, Mr. Parker.

#### NEW CONSTITUTION

##### ARTICLE I.

Name.—The name of this organization shall be The Canadian Teachers' Federation.

##### ARTICLE II.

Objects.—The objects of the Canadian Teachers' Federation shall be (a) To obtain co-operation and co-ordination of all Provincial teachers' organizations upon policies and activities of common interest; but the Dominion organization shall in no way interfere with the full liberties of the Provincial organizations in dealing with matters concerning their own Province.

(b) To provide means by which the various Provincial organizations can be kept in touch with one another and through which mutual assistance can be quickly and readily given.

##### ARTICLE III.

Membership.—Membership shall be open to any Provincial organization of teachers whose active membership is limited to teachers actively engaged in teaching or who are giving full time to the work of Provincial Teachers' organization.

##### ARTICLE IV.

Affiliation.—(a) Any Provincial organization of teachers desiring affiliation shall apply in writing to The Canadian Teachers' Federation and shall accompany such application with a copy of its constitution.

(b) Any Provincial organization which amends its constitution so that such constitution ceases to conform with Article III, foregoing, shall automatically forfeit its membership in this organization.

##### ARTICLE V.

Annual Meeting.—(a) The Annual Meeting of The Canadian Teachers' Federation shall be held during the summer vacation of each year at such time as the Executive may order and due notice shall be given to each organization on or before May 15th.

(b) The members of the Annual Meeting shall be

the President, the Secretary-Treasurer, and three delegates from each Province.

(c) Representatives from a majority of the Provinces shall constitute a quorum.

(d) Each affiliated organization shall appoint its quota of regular delegates, as its governing body shall direct.

(e) Affiliated organizations may at their discretion appoint additional delegates who may attend the Annual Meeting at the expense of the Provincial organization appointing them; and in the absence or inability of a regular delegate an alternate delegate may take the place of such absent delegate on the floor of the Annual Meeting or in Committees, announcement of such substitution being made forthwith to the presiding officer by the Provincial delegation affected.

Such additional delegates may, at the courtesy of the Chair, be allowed the rights of debate in the Annual Meeting.

#### ARTICLE VI.

Officers.—(a) The officers of The Canadian Teachers' Federation shall be the President, Vice-President and Secretary-Treasurer. They shall be elected by ballot at the Annual Meeting, nominations having been made in open meeting.

(b) They shall remain in office for one year or until their successors have been elected.

(c) In case of a vacancy arising among the officers, the same shall be filled by the Executive, such to act until the next Annual Meeting.

#### ARTICLE VII.

Duties of Officers.—(a) The President shall be the presiding officer of the Annual Meeting. He shall have general supervision of all the affairs of the Canadian Teachers' Federation. He shall be Chairman of the Executive Committee and shall be a member (ex officio) of all Committees appointed by the Annual Meeting or by the Executive Committee.

(b) In the absence or disability of the President, the Vice-President shall assume the responsibilities and perform the duties of that office.

(c) The Secretary-Treasurer shall have charge of all the archives of The Canadian Teachers' Federation, shall prepare and preserve a record of all meetings, general or otherwise of the Federation, and its Executive, and shall sign and execute all instruments in the name of the Federation when authorized to do so by the Executive. He shall be the legal custodian of all the property of the Federation. He shall submit to the Executive Committee at least 15 days before the Annual Meeting a written report of the business of the Federation for the preceding year.

He shall have the care and custody of all the monies of the Federation whether as membership fees or otherwise; shall deposit same in such bank as shall be designated by the Executive. All disbursements shall be made by cheque signed by the Treasurer and countersigned by the President or Acting-President.

He shall have the books audited annually by a chartered accountant appointed by the Executive. He shall submit at each Annual Meeting of the Federation a special report of the accounts and financial condition of the Federation and of all monies received and expended by him. He shall be required by the Executive Committee to execute a bond for the faithful discharge of his duties in such sum as the Executive may require, the premium of such bond to be paid from the funds of the Federation.

## ARTICLE VIII.

Executive Committee.—(a) The Executive Committee shall be composed of the President, the Vice-President, the immediate Past President, the Secretary-Treasurer, and one member appointed from and by each Province not thus represented.

(b) Between consecutive Annual Meetings the Executive shall exercise all the powers of the Federation in the direction and supervision of its business and the conduct of the affairs of the Federation during the year. It may appoint committees to carry on the activities of the Federation and shall determine the powers and duties of the same.

(c) Any question submitted to every member of the Executive, by mail or otherwise, and assented to by a two-thirds majority, shall be a resolution of the Executive; provided that questions involving new policy shall require a unanimous vote.

(d) In case of vacancies on the Executive, other than of the officers, such vacancy shall be filled by the Executive of the Province immediately concerned.

## ARTICLE IX.

Business.—The business of the Annual Meeting shall be:

- (1) Receipt of Reports.
- (2) Receipt of Financial Statements.
- (3) General Business: (a) Routine and general business; (b) Matters of Policy.
- (4) Nomination and election of officers.

## ARTICLE X.

Origin of Business.—(a) All resolutions dealing with matters of policy to be presented at the Annual Meeting must originate with one or more Provincial organizations.

(b) Such resolutions must be submitted on or before May 1st, to the Secretary of the Canadian Teachers' Federation who shall forward copies to the Secretary of each and every affiliated Provincial organization.

(c) Motions dealing with matters of policy may originate at and with the Annual Meeting, but if the representatives of any Province desire a reference of such to its own Executive, it may request such reference and the adoption of such motion shall be subject to ratification by such Provincial Executive.

(d) Each member shall have one vote, a majority to prevail; providing, however, that to carry a question involving a matter of policy, a majority vote from each and every Province represented shall be necessary.

## ARTICLE XI.

Rules.—(a) The President or Acting-President shall rule whether a motion deals with a matter of policy or not.

(b) If and when the ruling of the chair is challenged on a question of the method of voting, the Presiding officer shall allow the challenger to state his case; the chair may reply; then without further debate, the question shall be put: "Shall the ruling of the chair be sustained?" and the majority vote in the negative shall be required to overrule the decision of the chair.

(c) In all other cases, Bourinot's Parliamentary procedure shall govern.

## ARTICLE XII.

The expenses to the Conference of the President, the Secretary and all regular delegates shall be paid from the funds of the Canadian Teachers' Federation.

## ARTICLE XIII.

Amendment.—The Constitution and Bylaws of the Canadian Teachers' Federation shall be altered, amended or added to, only by unanimous resolution of the Federation submitted to the Annual Meeting. Notice of such amendment, or amendments shall be given on or before May 1st, to the various Provincial Secretaries.

## ARTICLE XIV.

Fees.—The annual fee to be paid to the Canadian Teachers' Federation by the Provincial organizations shall be fixed by the Annual Meeting.

## Events at Drumheller

A special meeting of the Drumheller School Board was held on Saturday evening last in connection with the present dispute over the dismissal of the Principal. This meeting was supposed to be that called for by contract which allows for an appeal on the part of any dismissed teacher whose dismissal may be either confirmed or rescinded at such meeting.

The events which led up to the present situation are as follows: Verbal assurance was given by the Secretary and members to Principal Rodie on June 1st, that his re-engagement had automatically taken place. On June 14th, however, at a special meeting a majority of the Board sent him notice of dismissal giving as the reason therefor that the Board had decided to secure a graduate as Principal but that should a fourth teacher be required Mr. Rodie's application would be considered.

Not satisfied with the arrangement whereby he was discriminated against in favor of two other members of the staff whose only experience of High School teaching was the one year that they had had in Drumheller, the Principal protested to the Board and also reported the matter to the Alberta Teachers' Alliance.

After various meetings, the matter of getting a fourth teacher, having been decided upon, the Principal received the assurance, verbally but backed by the promise of a majority of the members, that his application for second place would be the only one considered.

On this understanding he left for Edmonton and enrolled for a six weeks' university course. In his absence a meeting of the Board decided to submit three names, not including his, to the High School Inspector for recommendation for the vacancy. The latter official refused to be responsible for recommending any of these applicants and pointed out that he had been under the belief that Mr. Rodie was being retained on the staff.

However a fourth teacher from the list of three was appointed though the appointment was later rescinded by the Board when it met.

Principal Rodie then returned from Edmonton and put his case into the hands of Solicitor Moyer, who is representing the Principal and also the Alberta Teachers' Alliance in the dispute. The fact that the Teachers' Alliance had shown some activity in the case was suggested by the ladies on the Board as being partly their reason for failing to accept Mr. Rodie's application for a secondary place on the staff. As was noted in our last week's issue, this feature of the case was brought to the notice of the local miners and their union went on record as ready to resist any such policy.



A special meeting of the Women's Institute was held in the Knox Church basement on Thursday last and Mrs. Dr. Gibson and Mrs. Dr. Brogden represented to those who were present their side of the case and secured a resolution in support of their stand, a copy of which was forwarded to the Board.

At Saturday's meeting Mr. Moyer opened proceedings by announcing that there was a defect in the dismissal notice and that the contract for Mr. Rodie's salary as Principal or as teacher was in force for another year. Any discussion that might follow, he said, would be without bearing on the case except as evidence of their willingness to meet the Board in a spirit of compromise.

Mr. Rodie then accepted the statement of Mrs. Brogden to the effect that the reasons for dismissal were as given in the notice and pointed out the unfairness, to him, of the action.

A spirited discussion followed in which every aspect of the development of the dispute was touched upon. Mr. Rodie endeavored to prove that prejudice and evasion had been evident in the whole affair, both on the part of some of the members and of the secretary. He asserted that he had been tricked out of an opportunity to discuss High School re-organizations so that his side of the case had never been allowed to appear while disloyalty and lobbying on the part of members of his staff had been encouraged by members of the Board.

He complained of the hardship of having his Edmonton course completely disrupted at loss of time and money merely because he had accepted the given word of the majority of the Board at a meeting.

The matter of the Alliance "blacklist" was then discussed at length.

Mrs. Brogden finally asked Mr. Moyer if he would give the Board an opportunity for securing legal advice on the question of the contract. The latter said that he would and outlined to the board several of the points of his case.

After some discussion it was moved that the Board secure some advice from Messrs. MacIntyre and Sandcock.

Mrs. Dr. Brogden then moved and Mrs. Dr. Gibson seconded a motion confirming the dismissal of Principal Rodie. Solicitor Moyer then withdrew his arrangement of allowing the Board a few days to secure legal counsel, and in view of their action in confirming the dismissal stated that he would proceed without further delay to take action in the interests of his client.

Principal Rodie then withdrew and the Board dealt with a resolution forwarded from the Atlas local and ordered the letter to be filed. A resolution from the Women's Institute was also dealt with.

Permission was then given for the ratepayers who were present to address the board. The latter spoke on various topics, such as Mr. Rodie's efficiency or inefficiency, his character, and scholarship, the Board's slipshod methods, its unfairness in the present instance and so forth. Councillor Cameron spoke very strongly against the policy and motives of the Board members and denounced the methods used in connection with the treatment given to Drumheller's Principals in the present and in past history of Drumheller school affairs.

Mrs. Dr. Ross, Mrs. Rosaline, Mrs. A. N. Walker and others were present and took part as speakers or spectators.

Following the withdrawal of the public a motion

was passed to call for applicants for the vacancy still on the High School staff; another motion giving notice to Mr. Rodie to vacate the school residence; a third motion giving him notice of the confirmation of his original dismissal, and a fourth giving him notice that, in case there was any mistake about his original dismissal, he was again dismissed.

The three to two vote prevailed throughout the proceedings.

A motion to adjourn followed.

As the situation now stands the Drumheller school is on the Alliance list and members of the A.T.A. will not take positions on the High School staff until the Board reverses its decision.

Ex-Inspector Bremner was appointed some time ago to the position of Principal but whether he will take up his duties or not is a matter that will depend upon the turn of events locally.

#### U. M. W. A. BACK TEACHER

We, the undersigned, members of a committee appointed by the district local of the U.M.W.A. to investigate the action of the local School Board in attempting the dismissal of Principal Rodie, wish to draw the attention of the Board to the fact that their action does not seem to be worthy of our support for the following reasons:—

1. The dismissal was not in accordance with the recommendation of the Inspector of Schools.
2. The question of seniority was not considered.
3. A verbal agreement made was broken.
4. No opportunity for appeal against the dismissal was allowed until the Board had attempted to fill all vacancies on the staff.
5. The Secretary in conversation with various parties alleged that actions of the Teachers' Alliance would be detrimental to the interests of the dismissed teacher.
6. Certain members of the Board gave as a reason for refusing the Principal's application for a junior position the "action of the Alliance" in notifying its members of the Board's action.
7. The Secretary advised the Principal that the "Alliance question" was the main cause of this refusal.
8. No opportunity was allowed to the teacher to deal with these "Alliance" charges and other matters said to have influenced the members.

—Drumheller Review.

### The Men We Call Lucky!

Some men go through life spending money faster than they earn it. When Opportunity comes, they are unable to grasp it, and in their blindness call themselves unlucky.

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## Editorial

### THE C. T. F.

The Canadian Teachers' Federation has been in existence four years: what has it accomplished?

Before hastily answering let us remember that Canada, though a nation, is severed into nine completely independent political and economic units, with fundamental differences in questions of law, government, finance, and education. Teachers in these provinces differ accordingly in status and in outlook. The teachers of Ontario and Quebec are, on the whole, fairly well satisfied—perhaps even too much satisfied—with their working conditions. On the other hand, teachers in the Prairie Provinces are made to feel very much the effect of western economic depression, while on the Atlantic coast, the marked improvement during the last three years in teachers' salaries still leaves very much to be desired from the point of view of the Pacific coast teachers.

With this fact in mind, we can easily see that the C.T.F. will never be a legislative body for Canadian teachers. The B.N.A. Act has settled that question for some considerable time to come. What then is its true function?

This can only be to increase the solidarity of the profession by working for an "unbroken line" from Coast to Coast—100 per cent. solid membership, loyal both in sentiment and in dollars to the cause of the teachers throughout Canada. And already the Federation has done much to engender a sympathetic understanding, a broader spirit of tolerance, and a desire for harmonious co-operation. As one delegate put it, "the oftener we meet and the better we know one another, the less we dislike one another."

This result may seem trifling to the teachers of Alberta. But it should be remembered that rapid development does not always carry strength; and, furthermore, that unanimity will brook no forcing of the pace.

Efforts to give teaching in Canada the prestige of a real profession are more likely to succeed when undertaken by a strong Dominion-wide body of united teachers.

### DEMOCRACY IN ORGANIZATION

It is no uncommon criticism of almost all organizations that they are in the control of their officials; that the rank and file really have no say in the effective work of the organization; and that in fact the officials often thwart the will of the rank and file, sometimes to serve their own ends. Those organizations which are primarily concerned with the preservation of democracy are, of course, the ones against whom such a criticism is most serious where the disparity of aims and practise becomes pronounced and obvious.

In part, this arises from the fact that it is the duty of officials and leaders to "manage" or discipline refractory local units or individual members. In part it is the result of the indifference or apathy of a minority, vocal upon occasion, who do not make a practice of attending meetings, and who believe in "letting George do it." But to a great extent this condition is found only in those organized groups of employees whose occupation makes them unduly subservient to authority. This was the fault, for example, with the old-time *teachers' associations*, and echoes of it are still heard in Alberta whenever the proper relation of the A.E.A. to the A.T.A. is discussed.

In the United States there are several teachers' organizations and educational associations. The most democratically governed body of teachers is, perhaps, the American Federation of Teachers, which is directly affiliated with the American Federation of Labor. Here class-room teachers have all the same status. Principals and supervising officers are ineligible for membership in locals of class-room teachers; but they may, however, form locals of their own.

Strange to say, however, by far the larger number of American teachers belong not to the A.F. of T. but to the National Education Association—an organization embracing about 115,000 members, of which about 95,000 are class-room teachers. The following quotation from the *Bulletin of the Milwaukee Teachers' Association* contains some especially pertinent comment by President G. W. Cove of the National Union of Teachers of England and Wales:

Mr. Cove detected important differences between the National Educational Association and its English counterpart, the National Union of Teachers. "The National Education Association is not so much concerned as the National Union of Teachers is about the particular interests of the teachers. As far as I could gather it would neither counteract nor sustain teachers in any strike or lockout action. It relies mainly on the creation of an educational atmosphere and public sentiment toward teachers. There are several reasons for this. Public sentiment in America has, on the whole, been more favorably disposed toward education than public opinion in this country. The field of American public sentiment was probably more fruitful of effort than the field of British public sentiment and hence the activities of the organization became devoted to molding this sentiment in favor of the schools and their teachers.

"It is obvious, too, that the 'higher ranks' have profoundly influenced the policies and methods of the association. It has been, and it appeared to me to be still dominated by the university professors and the superintendents. These men and women, freed comparatively from pressing financial troubles, imbued with educational zeal, a passionate love for education, and a high sense of professional dignity, have controlled the organization, and their control is seen in the almost sole concern of the N.E.A. with the wider questions of education. I did not observe that either the class-room teachers of the elementary or the high schools, or even the principals of the elementary schools, had any marked influence in the association."

As Mr. Cove is not only a primary-school principal, but also a class teacher, which is the lowest rung of the professional ladder in England, his views on the question of the position of the class teacher possess peculiar interest. "There are unmistakable signs," he said, "of a rising 'class teacher' and even 'elementary school' consciousness. A number of these teachers unburdened themselves to me, and criticized the N.E.A. very severely. They even talked of seceding. I took the liberty of strongly opposing secession. A union or association which

embraces all engaged in the work of education, such as the N.E.A. does, is too valuable an instrument lightly to throw aside. I came away with the impression that the association will need high statesmanship and careful guiding if it is to be kept intact. Some of the class teachers were somewhat cynical about the 'inspirational meetings,' and said bitter things about their school conditions, their tenure, and their salaries, and were urging that the N.E.A. should devote more of its attention to the concrete difficulties and actual disadvantages of the teachers than it was doing at the moment."

Summing up his comparison of the two organizations, Mr. Cove was inclined to think that just as British teachers can learn something from the National Education Association about organization for education, so can the National Education Association learn something from England about the care for the individual teacher, his tenure, conditions of work and salaries. "I have wondered," he said, "what became of a teacher who was unjustly dismissed, and I suppose that happens in America as it does here. I could not find that the National Education Association was organized to help or sustain a teacher as the National Union of Teachers does in this country."

## What We Are Doing

There are teachers who wonder what the Alliance is doing. Some make the criticism that all we seem to do is accept the fees from our members and leave the teachers in the large centres to do the real work. It may be true, to some extent, that most of the legislative work in connection with the organization is done by the teachers in the locals, but the fact remains that it is nobody's fault that it is difficult to get the locals established in very large numbers in the rural districts. It is nobody's fault that the teachers are so widely scattered in the rural districts so that the holding of meetings is really difficult; it requires not a little enthusiasm on the part of these isolated teachers to journey six, eight, ten or even twelve miles for the sole purpose of attending a meeting of their local. In addition to this weather conditions are often so unfavorable—rain during the summer making the roads practically impossible for travel, snow and zero weather in the winter.

Little wonder is it, therefore, that the query arises in the minds of the teachers: What is the use of rural teachers belonging to the Alliance?

It cannot be repeated too often that the majority of our expenditures and the greater portion of the time of our staff is devoted to looking after the interests of the teachers in the outlying districts. The local Alliance is the real tower of strength of the teachers in the cities, but the Provincial Alliance usually gives support direct to the individual teacher in other districts. Just to illustrate this point we give a brief record of the cases dealt with by the Provincial Executive at a recent meeting. This material is from the General Secretary-Treasurer's report, and in some cases the names of the teachers concerned are withheld for the simple reason that, naturally, some of our members are sensitive on the matter of publicity.

**A vs. Gimlet School District.** The Sheriff has obtained from the School District the balance of the amount claimed by our solicitors and the case can now be considered "disposed of." Correspondence in connection with this case is laid before you.

**Stansell vs. Mododia S.D.** Sheriff has obtained practically all that is coming and cash has been forwarded to Stansell.

**Teacher vs. Silver Lane S.D.** Teacher left school

abruptly owing to lack of satisfactory boarding conditions. Board withheld money for teaching. Board paid up in full after being threatened with suit. Cash has been forwarded to the teacher.

**Mrs. M. vs. New Sarepta S.D.** A case of "bumping" by a Normal School graduate. Visited New Sarepta. Was able to prevent the "bumping" and Mrs. M.'s dismissal was suspended for over six weeks. Board was compelled to carry out the technicalities provided for in the contract.

Case of teacher engaged by resolution of the Board without formal contract having been signed. Opinion of Frank Ford, K.C., re this case has been forwarded to members of the Executive. Executive ordered that action against the Board, in accordance with Counsel's advice, be commenced in the Supreme Court. The Alliance is determined to find out just what are the liabilities of a Board when they engage teachers by resolution and then go back upon their pledge.

**Vermilion Dispute.**—Visited Vermilion. Board are attempting to enforce a "cut" of practically 40 per cent. in their payroll. Believe that Board will be satisfied finally with reducing the staff and may leave the salary of teachers at present employed on the old basis. Mr. Prime resigned rather than accept the conditions required of him. Several of the other teachers stated that they would not remain on the Board if they carried out their original intentions.

(The Board, contrary to expectation carried out their original intentions, and we have since learned that Mr. Nelson Gourlay, late of Lacombe, is serving in Mr. Prime's place, and the Board have evidently made it worth their while for Miss Bawden and Miss Borden to remain on the High School Staff.)

**Redeliff Case,** published in the last issue (June) of the A.T.A. Magazine. Board has been successful in getting a staff of teachers (non-members of the Alliance) at greatly reduced salaries.

**Harris vs. Eastgate S.D.** Board owed Harris about \$95. Cheque given him which was not honored at the bank. Wrote the Board threatening action. Board immediately paid money to Harris.

**Teacher vs. Burlington S.D.** This Board while owing the teacher over \$2,000 on her salary gave her notice of termination of contract. Alliance Secretary wrote threatening action. Board paid nothing and refused to cancel 30 days' notice. Executive decided to proceed with the court case.

**S. vs. Llanarthney School for Girls, Edmonton.** Teacher dismissed without notice and expelled from residence. Alliance recommended that Llanarthney School for Girls, Ltd., be sued for damages for breach of agreement. Proceedings have now been taken by the teacher.

**W. J. Lonergan and Orion S.D. vs. Wesley.** Teacher assaulted by brother of one of the pupils. Board of Trustees summoned Wesley for disturbing school. Wesley fined by magistrate, appealed the case. Board asked the Alliance for assistance, felt that parties behind Wesley should know that the teachers as a whole were behind the Board's upholding of the authority of the teacher. Alliance and School Board both requested that the Attorney General's Department handle the case for the School Board, which was acceded to by the Minister of Education. Wesley's appeal lost.

**Teacher vs. Sheptychi S.D.** School closed for a short time during the winter. Board verbally agreed to re-engage teacher when school re-opened. Teacher returned at end of vacation period; finds another

teacher in the school. Board are still owing teacher salary. Executive decided that other cases being tried out in the courts will give us the right slant on this case and action by the Executive is suspended pending result of similar case being tried in the courts. This is also true of several other cases.

In another case a teacher had her wages garnisheed by a ratepayer because a gramophone taken care of by the teacher after being used at a concert in the school, was burned together with the whole of the teacher's property when her residence was destroyed. Alliance took such action as to have all proceedings stopped and steps to collect overdue salary due from her board.

The above are a number of type cases dealt with by the Alliance extending over a period of three months. No reference is made to the scores of cases where merely a letter or a personal call on the trustees has saved the teacher much inconvenience or worry. We ask those teachers who may question the use or advantage of joining the Alliance merely because they are not situated in a district where there is a local, to consider whether or not it is an advantage to have the backing of an organization of over 2,000 teachers in times of difficulty. You may never need our advice or help directly, but every case of successful support of the teacher helps teachers with school boards in general. Boards begin to realize that the Alliance is on the alert in the interests of the teacher and the final result is more considerate treatment of teachers as a whole. In any case it is surely a worthy thing for a teacher to do to contribute her share towards supporting those teachers in less fortunate circumstances than themselves. Every member makes the Alliance a little more effective in making the teacher more secure and the profession more respected.

## Correspondence

Lamont, Alberta, 27th Aug., 1923.

Dear Mr. Barnett:

I opened school at Limestone Lake S.D. 412, today, thanks mostly to your endeavors and to my being a member of the A.T.A.

Since the ratepayers showed in such unmistakable fashion their total lack of confidence in their school board as at present constituted, by voting 39 to 2 in my favor, I have had no further cause of complaint.

Had I not had the backing of the A.T.A. in my fight here, my chances of being retained as teacher would have been remote indeed, and I cannot conceive why any teacher therefore should withhold his or her membership subscription when the advantages to be gained thereby are so obvious.

In whatever sphere I may be placed you may always count upon me as a red-hot advocate in the cause of the A.T.A. and I cannot sufficiently express in words my feelings of gratitude to you personally and to the organization you represent for your untiring efforts in my behalf.

Yours very sincerely and fraternally,  
ARTHUR BIRKETT.

Redwater, Alberta, Sept. 6, 1923.

J. W. Barnett, Esq.,  
Alberta Teachers' Alliance,  
Edmonton, Alberta.

Dear Sir:

I wish to take this opportunity of thanking the Al-

liance for its response and assistance to me in the matter of the Leith S.D. last June.

I am deeply obliged to you for the trouble to which you went on behalf of a non-member, and for your efforts to secure me a new position. Mr. Trout, of Round Hill, to whom you spoke, offered me a place on his staff for this new term which, however, I was not able to accept. Your interest in me is none the less appreciated.

I have permanently left the teaching profession but you may always count upon my entire sympathy with the teachers and the Alliance. I have always been in full accord with its principles.

With all wishes of success to you,

I remain, yours sincerely,

ALICE F. JOYCE.

Keoma, Alberta, May 21, 1923.

J. W. Barnett,  
10701 University Avenue,  
Edmonton South, Alberta.

Dear Sir:

As shown by the enclosed certificate, I am a member of the Alliance in good standing. For the sake of promptness I am communicating with you direct, rather than through the secretary of the Dalroy Provisional Local—of which I am a member.

We now boast four members, and two or three "prospects" for our next meeting. So we hope to form before the summer holidays a "regular" local. Is a teacher with a third class certificate eligible? Or one with a "temporary first?"

My chairman approves of our activities regarding discussions of the "Course," etc. I suspect he is not aware of the fact that the Alliance, at least during its infancy, was more notorious than popular to the average school board.

Without keeping you further—I and my board are somewhat at loggerheads over the janitor question. At present the gentleman is an absent quantity. Pay for such services was stopped at the first board meeting after the annual meeting. No great eagerness was manifested by anyone to do it for nothing—least of all on the part of the teacher—though the obvious intention was that he was to be the "goat." I compromised by getting each family to take it in turn—including myself. The parties have dropped out until I and one family are the only faithful ones left. The school has not been scrubbed since March 31st., is swept only twice a week (gratis!) and is very dirty.

The inspector (Mr. Boyce) visited the school officially just two weeks ago, but was non-committal. His report has not yet arrived. I brought up the question at a meeting last Saturday evening (or rather, the chairman did it for me), but the board declined to take action. I am communicating with the inspector and the provincial board of health. I explained to the latter that we have no Municipal Health Officer just now (for the M.D. of Keoma, No. 249).

I'm supposed to "manage" till the end of the term; but such an arrangement seems too unjust to be allowed to continue. The board has the money; it is a matter of principle with us both. I don't want the job and I think someone could be appointed at a reasonable figure.

Is there anything further I could do or any assistance you could give me?

Hoping to hear from you,

I am, yours sincerely,

ALEX. STOCKWELL.



## Smoky Lake A.T.A.

A meeting of the above branch of the "A.T.A." was held on Saturday, August 18, in the new capacious brick school.

The attendance was small, although several "ad-verbs" were seen around the "burg." The "change of teachers" for the term adversely affected the meeting, as the whole village staff have left for "fresh fields and pastures new," because they firmly refused to accept lower salaries. "More power to their elbows!" If every teacher stood loyal and adamantive like this, there could be no "cutting" in prices for "Cheap John" teachers. It's as easy to pay \$1,200 as \$1,100—the difference means from \$1.50 to \$2 on each ratepayer, and then the teacher can work with a "heart and a half." Whereas, the "cheese-paring" and continual changing of teachers will eventually ruin the schools, as nothing, often disturbed, can take root.

The "brand new" staff, of course, could not be expected to be very "sanguinary" at their first meeting. It is to be hoped that all teachers concerned will give their honest and loyal support.

Some cannot "join up" for certain reasons. One says he is "off to Philadelphia" very soon, and the qualification item enters largely with others. Sympathy, and not open hostility—"sh-sh-sh—be off is it I"—is expected from the latter, as they are enjoying what their fellow-teachers have won; if they do not give this sympathy it must be peremptorily demanded.

It is the continual "rolling" process which prevents the "progress" wheel from gathering a "leetle" moss. This is very often the fault of the young teachers themselves; but it is sometimes, the fault of the trustees, who try to cut down salaries; and when the trustees are willing to "oblige" the teacher, the rate-payers say they must have a "cheap teacher" as if a teacher were something like a "cheap piece of meat."

The Inspectors' Department, and the majority of Trustees wish that the teachers be paid respectable salaries, because men of superior brains will enter and "carry on" in the profession.

Teachers, beware! Take time by the forelock! Laborers, trades, artisans, doctors and dentists are in a "solid phalanx" like a "wall of iron." The salaries six or seven years ago were only a little more than half what you now enjoy. The challenge has been thrown down to you. The gauntlet is off! Can any of you "stand aloofers," prove that the \$1,200 was won by any "moral or physical force" other than by the Alberta Teachers' Alliance?

So come along confederates and brothers-in-arms. Do not let "George" fight your battles all the time. Enter into the fray yourself. "The hurler on the fence is no hurler." He is a "clog upon the wheels of progress—a parasitical, duplicated, prismatical fungus undergrowth. Outsiders cannot help you. "Help yourselves and God will help you," but God help you if you carry on the process of under-bidding!

So much for advice. Mr. Warren acted as chairman; Mr. Griffin was elected vice-chairman (*nem. con.*) by more than a tremendous majority, considering the temperature of the room, which was more than 84 degrees. Mr. Pinchuck is the new secretary-treasurer, and the writer the new P.C., which stands for—not a myrmidon of the Law, but a friend of the "printer's devil"—Press Corr.

The "School Fair" was discussed and those present have promised to do everything in their power to make it a "full and complete success." However, fears were entertained that owing to financial embarrassments, some school districts would be unable to "pull out" and "come across" with the "dough," as nothing can be done without the "chink."

It was decided to have some "Special Prizes" in addition to those in the "Bulletin," and the chairman and sec.-treas. "raked in" a handsome sum from the storekeepers and "burghers" and outsiders, together with personal subscriptions from "A.T.A." members.

Subscriptions for membership were also handed in. As the School Fair will take up all the members' time it was decided to have a School Fair meeting on Sept. 25 and a regular "A.T.A." meeting on Saturday, October 6th, at 3 o'clock sharp. Punctuality is urged.

Educational papers will be read and criticized. The first will be on "First Aid" by the general and painstaking President, Mr. Warren, who has "done his bit" in "Flander's Fields."—Press Corr.

## An Analysis of the Problem of the Public Schools

AN OUTLINE BY THE TEACHERS' UNION OF NEW YORK CITY

### DIVISIONS

- I. Facts and Conditions Relating to the Children.
- II. Facts and Conditions Relating to the Teachers.
- III. Facts and Conditions Relating to the Administration of the School System.

### TOPICS UNDER THE DIVISIONS

- I. Facts and Conditions Relating to the Children.
  1. Physical conditions—sanitation, health, safety, etc.
  2. Seating facilities.
  3. A study of the medical inspection in the schools.
  4. A study of the character of discipline.
  5. The size of the classes.
  6. The Course of Study (details later); the work of many members will be required to cover this topic, a small committee working on each subject in the course of study.
  7. A study of home work requirements.

8. Extent of mental-age grading, with results.
9. Methods of presenting subject matter.
10. The observed reaction of the children to the project method.
11. A study of the character of visual education in the school system.
12. Extent of organization of material that involves the training of the senses.
13. Extent of "hand and brain" training.
14. Extent of attempts to discover the natural interests of the children.
15. Extent of teaching in relation to the natural interests of children.
16. Evidences of initiative or lack of initiative among school children.
17. A plan proposed for establishment of educational summer camps for the school children of the city.
18. The nature of the ideals the children acquire



through the education of the schools.  
The Children. (The details under 6.)

6. The Course of Study. (Members who select this topic will probably study a single subject, such as mathematics, English, etc.)

(a) The interest or lack of interest of children in the subjects in the Course of Study, with suggested explanation of observed facts.

(b) Likeable subject-matter not in the Course of Study.

(c) Actual and possible correlations in the Course of Study.

(d) The relation of actual or possible subject-matter to group or individual needs among children or among adults.

(e) Extent of attempts in the Course of Study to explain or interpret factors in human environment.

(f) Subject-matter in the Course of Study apparently meant to convey favored beliefs, ideas or doctrines in religion, ethics, economics, nationalism, etc.

(g) The extent of active direction given by teachers, principals, or superintendents to what the children are expected to believe or think.

(h) The extent of provision made in the Course of Study for stimulating minds to thinking.

#### II. Facts and Conditions Relating to the Teachers.

1. The work of teachers in relation to the hours of employment and the physical strain involved.

2. The relation of the physical environment in the school to the efficiency of teachers.

3. The discipline of teachers.

4. The conditions of supervision as relating to the efficiency of teachers in their work.

5. The professional training of teachers.

6. Conditions relating to opportunities and incentives for general culture and professional growth.

7. Conditions that relate to the social standing of teachers.

8. The teachers' conferences in relation to the work of the school.

9. The problem of democratic participation in school management in relation to professional growth and civic influence.

10. A study of the clerical work required of teachers.

#### III. Facts and Conditions Relating to the Administration of the School System.

1. The Board of Education—its organization, its authority and record of achievements.

2. The Board of Superintendents—its organization, its authority, its record of achievements, its relation to the Board of Education and to the teaching and supervising staff.

3. The official statements of the educational authorities relative to the functions the schools should perform.

4. The analysis of the actual or demonstrated purpose in teaching, whether it is to implant certain concepts, points of view, doctrines or laws, or whether it is to develop human capacities and power through freedom.

5. Administrative steps taken to insure the carrying out of the officially indicated purpose in education.

6. The nature of supervision in the New York school system—a historical study.

7. The systems of rating teachers that have been employed in the New York City educational system—a historical study.

8. A study of the development of the autocratic power in the school system.

9. A study of the Junior High Schools.

10. A study of the Continuation Schools.

11. A study of the part-time, double-and-triple session plans in the school system, and of the growth of the problem of providing school time for the children.

12. A study of the facts of promotion in the grades in elementary and high schools.

13. The examination systems in the elementary and high schools.

14. The systems of examination of teachers and promotions to the higher positions.

15. A study of the evidences of intellectual capacity in the teaching and supervising staff.

16. A study of the methods employed in winning promotion to higher positions in the service.

17. A study of the visiting-teacher work and opportunities.

18. A study of the educational bases of the work-study-and-play schemes under the various names.

19. The systems of keeping the records of the work of pupils.

20. The organizations of "outside activities" in high and elementary schools.

21. A study of the work and usefulness of parents' organizations and of parent-teacher organizations.

22. A study of the activities and the responsibilities of teachers' councils.

23. A study of the types and the number of private schools existing in the City of New York.

Henry R. Linville, President.

## Analecta

### THE SUCCESSES OF A FAILURE

The statement of Palo Alto Local that, being in its third year of existence, the time was fitting to review some of its achievements reminded me that Hawaii Local is also three years old and has achieved—

What?

Well, in that wonderful new book, "Women of 1923," with the sub-title, "Who's Who and What's What About Women," the only educational organization mentioned for Hawaii is our American Federation of Teachers!

What else have we achieved?

We gave them the fright of their lives.

Who is "them"?

The Board of Education, Superintendent, Governor, Legislature and sugar barons.

We had a charter, a working organization and affiliation with the Labor Council before they knew we existed. When they woke up, their teeth rattled with fear—teachers hand in hand with labor! The Legislature at a special session tumbled over each other to give the dear teachers an increase in salary—that put the teachers to sleep.

A few months later (at the regular session) the Legislature moved to *reduce* the teachers' salaries. The teachers replied: "If you do, we will join the American Federation of Teachers." Their salaries were not reduced.

We could give you more "achievements," but we would not harrow up your feelings too much over the sufferings of the Superintendent and his lieutenants.

Numerous "teachers'" clubs, councils, associations, etc., were nursed into being by the abovenamed godfathers to kill all tendency to enter that shameless

American Federation of Teachers affiliated with labor!

At the instigation of the Superintendent a drive was made to enroll every teacher in the public schools of Hawaii in the N.E.A.—“drive” is the right word.

Numerically we are nil, but we are the salvation of the teachers here in that we are the celebrated sword hanging by a hair over the heads of the quaking powers—that be.

But we are a nucleus (aye, there's the rub) to which (whether in 1923 or 1933) the teachers of Hawaii—all of them—will gravitate as to the only organization functioning in Americanism—the Americanism of Washington, of Jefferson and of Lincoln.

—Estelle Baker, Local 116 of A.F.T.

#### THE COST OF IGNORANCE

We should like to hear the last of the nonsense about the cost of education. Will not those who talk of it remember that ignorance is much more costly?

Every nation has to compete with others, and it is the most educated nation that reaches the top. A thing is half done when we know how to do it. None of us can work without assistance, and the less our assistants know the less they can help us.

Every penny the government saves by not educating its people will have to be spent on maintaining them in workhouses, hospitals and gaols.

—Children's Newspaper, London, Eng.

When God had finished the work of creation He had some scraps left over too mean to put into the skunk, scorpion, hyena and rattlesnake; so He put them all together, clothed them with suspicion and put a yellow streak into them and called the product a knocker.

Then, to offset this terrible creation He took a beautiful sunbeam, put with it the heart of a little child, the love of a mother, the strong, calm faith and strength of a father, clothed it with civic pride and righteousness and sent the creation out as a booster (and builder) to do good in the world.

Ever since man has had to associate with the one or the other and has had the opportunity of becoming a knocker or a booster.

#### INTELLIGENCE TESTS

A pamphlet entitled “Mental and Scholastic Tests Among Retarded Children” (Board of Education Educational Pamphlets, No. 44, H.M. Stationery Office, 1s. 3d. net) has been written for the Board of Education by Mr. Hugh Gordon, H.M.I., who has been applying the Binet-Simon tests and certain simple scholastic tests to children who have not had the benefit of a continuous school life. By testing physically defective, canal boat, and gipsy children, Mr. Gordon has tried to discover the effect of schooling upon the various types of test. His conclusions are adverse to the view that the intelligence quotient as measured by the Binet tests remains constant. His evidence tends to show that the results are seriously affected by educational influences.

—London Times Educational Supplement.

#### LUSK SCHOOL LAWS REPEALED

The welcome spring sun now rises more brightly in the East where the heavy clouds of mechanical bigotry have cast their shadow over the entire country. When sunlight can get in its work, great volumes of fog can be seen to rise en masse from the valley and disappear. With the repeal of the Lusk School Laws, New York state again passes into the clear sunlight. Luskism has passed away in New York, but the four volumes of Revolutionary Radicalism and Who's Who in Subversive Movements still stand as the colossal monument to twentieth century witchcraft.

—Bulletin of American Federation of Teachers.

#### A SUPERMAN

This happened at a conference of colored preachers. A visiting bishop was looking at the various examination papers, and came upon one marked 101 per cent.

“See here, Brother Jones,” he asked the worthy who was conducting the test, “What basis does yo' answers on?”

“100 per cent.,” advised the minister.

“But how come this man to be marked 101 per cent.?”

“Oh, yo' see, suh,” answered the darkey, “he done answered one question we didn't ask!”—Judge.



### Increased Efficiency in Education



WILFRID EGGLESTON, VICE-PRINCIPAL, BELLEVUE HIGH AND PUBLIC SCHOOL

A large part of school instruction is wasted. This is as true of Normal Schools as kindergartens; as true of Public Schools as Universities. One constantly encounters pupils that have been “studying” Grammar for five or six years who are sure of nothing, except that they hate the subject; pupils who have eyed textbooks of History wearily, and have lent a listless ear to the History teacher for some decades of moons, and whose sole benefit is the possession of some such incorrect information as that the first Parliament was held in 1215, and that Henry VIII. married and murdered eight wives, together with a few other fragmentary remains, equally irrelevant, and equally valueless: pupils who have potted with test tubes or tapped idly on telegraph keys for several terms, but who exhibit not the slightest curiosity concerning the natural phenomena about them, and who never discover inde-

pendently one of the natural laws, which should, as a result of their training in science, flash on their understanding with the exhilaration of discovery. It is doubtful whether the learning efficiency of the average child is over 10 per cent.—whether what he does get could not be imparted in a tenth the time under ideal conditions.

A number of causes contribute to this inefficiency. Unskilful teaching, unscientific methods, and the indifference of the pupil, are no doubt responsible for much of the loss. There is great waste of time and energy in attempting to develop abilities of which not even the germ is present in the pupil. There is further loss through the clumsiness of our large class system, in which the bright pupil and the backward pupil must travel at much the same gait, to the discomfort and discouragement of both.

Most teachers see this waste. There is hardly one but has sighed over Johnny, who appears to know slightly less Geography or Agriculture at the end of the term than he knew at the beginning, causing her to wonder whether all this fuss over education is worth while—whether she is doing more than marking time, and getting through the day, with her pupils. You hear the same plaint everywhere: "I've had Mary in after four every day for a month trying to help her along with fractions, and I can't see that she's making any progress at all," or "Here I've talked myself hoarse trying to teach that Grade X. class a little history, and after ten months of it, Billy makes fifteen per cent. on an easy exam.!" And the lamentations could be continued indefinitely.

But this is superficial. The failure is deeper than that. Any conscientious teacher who asks himself or herself: "What have my pupils gained of me during the past year that will transform their after-life as education could and should do?" is forced to confess that the answer is "Very little." Even if they did make high marks on their final exams, even if they did collect and retain for the time a large number of facts for reproduction, the effect on future life may be nearly nil. Unless the pupil carries away with him power, taste, desire, ambition, curiosity, ideals, his school instruction has been a failure. In six months he will have forgotten fifty per cent. of the facts he learned. In a year it will be as though he had never studied Latin. In eighteen months he will be puzzled over a simple application of a formula in mensuration. Unless he has brought away with him power to analyse, to reason, to synthesize; unless he has learned how to use books; unless he knows where to find facts when he needs them; unless his taste for literature has so survived that he reads Scott or Parkman or Hawthorne occasionally, with delight; unless he finds pleasure in reading French novels occasionally in the original; unless he yearns to travel a little further each year down the path of knowledge, his years at Public and High School have been practically thrown away, *in so far as the acquisition of learning goes*. There are secondary school values social and physical, which are not to be disregarded, but the school attempts to develop the latent capabilities of the child through contact with organized knowledge, and unless it does that, it fails.

The average pupil flings his text-books away in high glee, once the school term, or the school life, is over. They bear no vital relation to his out-of-school life, and have borne none. And with them go most of the facts that teachers have been so careful to impress on his mind. They atrophy from lack of application. Information goes, only power remains. Only power, and those other qualities I have enumerated: tastes, curiosities, yearnings, ideals. Compare the efficiency of school instruction, of fact-stuffing, with the efficiency of those less tangible but more powerful qualities. The first is at work, more or less intensively, on the mind of the pupil twenty-five hours a week for forty weeks a year, and a limited number of years. The second is persistent, unremitting, eternal. Such qualities are never idle, for even in sleep, yearnings are strengthened, problems are solved, curiosities are satisfied. The subconscious mind is ever busily at work moulding the character of the owner, using powers and ideals, yearnings and dreams, as its material. Like the flowing of waters to the sea, it works unceasingly, taking no holiday, regarding no Sabbath or sleep.

The present system attempts to fill, to satisfy, to complete, rather than to awake, to stimulate, to develop appetite. We yearn to show achievement, rather than power. Potential energy is not so demonstrable as inert mass. Our examinations show that we assume that the fruits of education can be tested. How much of the leavening power of literature, a force that may be well on its way to make a pupil's whole life "A thing of beauty, and a joy forever"—how much of that can be discovered by such crude methods?

Is the waste that occurs because of the apathy of the pupil necessary? Compare the half-dead way in which the average pupil tolerates his school work with the alert enthusiasm *he* displays toward his hobby, toward the erection of his radio aerial, toward the identification and collection of wild flowers, toward the examination of the heavens with a home-made telescope; or that *she* shows toward the making of a dress, the construction of a raffia basket, or the execution of some fine embroidery, if his or her heart is in it. I have seen pupils develop a required two-page composition into a booklet of twelve or thirteen pages, working at spare moments for a week to complete; I have seen a young artist work on an india ink design with close, painstaking, exhausting labour, by the hour, and take keen joy out of it; I have seen pupils read newspapers and magazines closely for weeks in order to compile a scrap book. It was play, and delightful play, to them, but if the exercises had been changed around, and the artist had been forced to write the composition, or the young author compelled to make the drawing, the task would have been interminable, utterly distasteful, and productive of much friction between instructor and student.

## Teachers' Manual in Geography

by

JOS. M. SCOTT, M. Sc.

Instructor in Geography, Calgary Normal School



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There is evidently some hidden force, some source of indefatigable energy, which we do not often tap in our school life, but which is brought into play in a thousand out-of-school and after-school activities. Children that are utterly listless about all of their school work, or all but some one branch of it, will display remarkable interest and activity in their C.S.E.T. or C.G.I.T. programmes, in working over a refractory bicycle, in studying some correspondence course along the lines of their peculiar interests, in playing athletic games that involve expenditure of energy to such extent that they would be called hard labour in any necessary task, and in many other ways that immediately come to mind. Can we not avail ourselves of more of this energy in our schools, or must we be forever satisfied with the indifference and lassitude that so commonly characterize the efforts of our children in what we call their "preparation for a life work?"

The answer is, that we cannot, under our present system of education and our present inflexible curriculum, which have grown up as a result of the cry for universal education. We have tried to give every child the chance of obtaining a standard minimum of knowledge, believing this to be true democracy. We concluded that people used to be ignorant because they had no chance for an education, and that once the opportunity presented itself, we should have a nation of scholars. This has been proved a delusion. Just as the multiplicity of books bred contempt for them, so has the universality of educational advantages bred indifference. People no longer leave their homes and possessions to flock after some great teacher, or collect around a university chair, just as people no longer suspend business, swarm around incoming trains, or hold holidays, as they did when Dickens' books appeared serially on the streets of England. Pupils are so numerous, these days, that we cannot supply enough good teachers to train them, and we have the ludicrous spectacle of class on class of reluctant children facing incompetent and uninspired teachers, the children as averse to learning as the teachers are incapable of arousing and kindling. The result is—is bound to be—tremendous waste of time and energy.

We have been forced to compromise. Organization has become more important than inspiration. We have become so imbued with the democratic slogan that "All men are equal," and that our aim should be "Equal opportunity for all," that we have grown blind to the obvious fact that all men are not equal, and that while opportunity is of inestimable benefit to some, it is valueless to others. We are so insistent that all children get a smattering of education that we cannot give more than a smattering to the most promising. Our standardized system compels methods that are not sound, not scientific, not psychological. Because of the size of classes, of the demands of examinations, of the demands of inspectors and educational departments and parents, there can be no possibility of delving for this innate energy, or of educating and developing these tastes, ambitions, and desires that will transform the mental life of the child for all time. A rare teacher can do something, by taking advantage of opportunities that present themselves out of school as well as in it; but unless a teacher rebel against the exigencies of system and situation, he or she must be content to work away at the methodical stuffing processes, hoping against hope that she may not be smothering the spark of further desire, or stifling the individual power of the pupil by the forcible feeding

of great masses of undesired, inert, soulless matter she is compelled to work at.

The objection may be made that a teacher is expected to develop power, to arouse curiosity, to quicken desire, by skilful questioning of individual pupils. But set aside half the school day for such educative questioning, divide two hours and a half among forty-five pupils, and how much will you accomplish in three minutes per pupil, five times a week and forty weeks a year? What can even that *rara avis*, the paragon of teachers, do in such a fragment of time toward adapting her approaches to suit the peculiar mentality of the individual pupil?

If intelligence tests ever become tests of potentiality, perhaps our methods of school administration will change. A teacher will have under her charge not more than fifteen or twenty pupils, and in the larger centres, where selection can be made, only that type of pupil such as has been found to possess such potentialities as that particular teacher has been shown skilful to arouse. A teacher whose tastes are scientific, who appreciates the value of that study, who has watched in his own mind a realization of natural laws grow, who knows what phenomena and what processes are calculated to impress on the curious mind the connection between cause and effect, or the extension of a particular instance into a general law—such a one will have under his guidance a group of boys and girls who have revealed to the potentiality tests their latent power in that branch of human activity. A teacher whose love is literature, to whom great poems are much more than words, who delights in noble thoughts, in musical cadences, in felicitous and beautiful images, and who possesses the power to interpret creations of prose and poetry through adequate vocal reproduction—such a one will be entrusted with those inherent lovers of beauty, those innate poets, those potential novelists, found in all groups of children. And so on, with the lover of animals and the scientific student of soil culture in charge of the coming agriculturists, the keen, methodical, sagacious business man training the coming merchants and book-keepers; with the Frenchman who has learned English, and realises the difficulties incident to learning a new language, in charge of the potential French linguists, loving his own language, and respecting it. And so on, with the same principle applied in all branches of human learning.

This will be the students' major; as much of the other studies as can be profitably imparted will be taught them, motive being secured by the relation of the other studies to the grand passion of the pupil's heart. The scientific student will not learn science to the exclusion of everything else; he will learn to read that he may unlock the sealed chests of learning that contain the delight of his soul; he will learn to write that he may record his own discoveries; learn to work with symbols and numbers, that he may make the necessary calculations, and so on.

There is nothing new in this theory, or anything original in this prediction. I might have thought, and did think, that I was putting the idea into slightly different form than it had hitherto assumed. But less than ten minutes after I had finished writing the above, I picked up a little booklet by Charles W. Eliot, so long the head of Harvard University, and read these words:

"When we come to the details of a course of instruction, of a programme of studies, there is room for great difference of opinion, for prolonged discussion. . . . But the programme of studies is not so important



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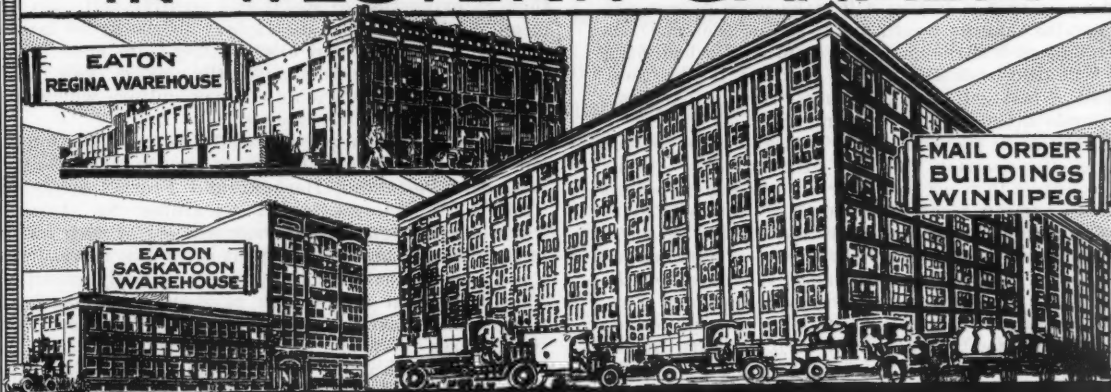
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ant an element in school work as many of us imagine. It does not make so much difference what a girl or boy studies, as how he studies, and with whom he studies. For myself, I think the safest way in the education of every individual child is to find out, if one can, what that child likes most in the way of intellectual exertion and does best, and then see to it that the child gets instruction in that thing if he gets nothing else. Make sure of that. It is astonishing how little we really need to know of what are rashly called essential subjects. . . . Therefore, it is a safe policy throughout secondary education to require only the barest elements of the few subjects which we have some practical applications, and then to direct the training of every mind to those subjects which the child most affects, as Shakespeare says. There is not a subject in all the range of human knowledge that will not develop to a high degree every mental faculty in a mind which loves it. And, after all, the object in secondary education is always—not primarily only, but primarily, secondarily, and always—to win power, to win the capacity to use one's mind with clearness, accuracy, precision, grasp, and productiveness. That is the object of education. . . ."

It will be objected that this criticism of our present system achieves no practical purpose, that the indicated revolution in methods is chimerical and visionary, that the broad theory may sound reasonable, but that the practical details of working out such a proposed change will present such difficulties as to make the scheme forever impossible. It is quite true that many arguments can be advanced against it—I can see, as I write, a number of them. But some of these will be found to be inapplicable, when examined. It may be objected that with a higher ratio of teachers to pupils, the cost of education will be increased accordingly. But if by such means we can raise the efficiency percentage of our educational system from 10 per cent. to 50 per cent., we shall be getting much more education for our money, and the cost of education will thus be reduced rather than increased. It may be that a child under such a system will make more progress in two months than he would under the present methods in ten. If such is the case, two months of schooling a year will then be more valuable than a full term now. Instead of instructors and teachers working overtime, and pupils sitting passive, putting away all concern in their studies as they don their hats and caps at four o'clock—the common state of affairs today—pupils may continue to work out their desires and ambitions at home, coming occasionally to the fountain head of knowledge for further direction and inspiration.

In any case, our present educational system is open to criticism. If we are to advance, it will be by the examination of our present ways, by comparison of results obtained with results desired, by the application of each new scientific discovery as it is made, by the wisdom gained from the Thinkers of the Past and the Thinkers of the Present. If we cease to look forward, we are doomed to fossilization. Though we must continue to use our present tools with the utmost possible skill, though we must continue to extract by ingenious methods the most possible out of present methods, we must look ahead occasionally, to see if our general principles are not open to improvement. We must go warily, must be careful to hold fast to all that which has proved to be good, must prefer evolution to revolution. But even revolution would be preferable to blind satisfaction, a smug content that will petrify and eventually destroy all of the spirit that maketh alive.

## Creative Service in Education

(B. D. W.)

When Heine visited the industrial England of one hundred years ago he remarked that the machines were almost like human beings; and he added that the human beings were very like machines. Since that time the exchange of faculties has proceeded apace, until today, when we find mechanical processes more than ever subdivided, and the workman Taylorised into ruthless efficiency. We even see a Continental playwright carrying Heine's idea to its extreme conclusion by the production of a perfect machine—a Robot. It is true that Ruskin and Morris preached that the only true wealth is Life and Service, rather than quantity of output, high wages, and short hours. But the former weakened his social philosophy in an attempt to stem the advance of industrial development by inveighing against machinery; and the latter was considered a mere poet who was rich enough to indulge a fad for mediaevalism. The nineteenth century, which witnessed the introduction of such a practical thing as man's modern attire, was much too busy to listen to these voices. It is easy to see how, in the growing hatred against industrialism, education developed its present characteristics as a vehicle of "culture." Those interested in and responsible for education in the middle of last century, whether for studious workmen or for the nation's children, were often University men, somewhat removed from the dust and noise of factory life. Both they and the working classes turned away from this life, and found recreation in an education which expressed the literary and abstract ideology of the Renaissance and the old Universities. And thus today our educational system is little expressive of the society in which we live. The workers still believe that a similar relation exists between industrialism and education, as we notice in a body like the W.E.A. To them education is passive and introspective rather than an expression of social and creative activities. It means an escape from the factory to the green lawns of Oxford—not without cause, either. Its material is based on the intellectualism of the classics, and there is little attempt to formulate a new culture which has its roots in our modern society.

These remarks apply especially to the education of our children. Though it is one hundred years since Rousseau, Pestalozzi, Herbart and Froebel spoke of "liberty," "interest," and "learning by doing," there is little sign of the demonstration of such ideals in the schools today. Perhaps it is for this reason that the Times Educational Supplement recently recorded its opinion that a thorough revision is necessary in educational practice. It is easy to see, indeed, that the children for whom the schools exist have really no voice in the making of the curriculum. Whatever may interest youngsters outside of school, be it string, marbles, putty, wheels, cardboard or dolls, is of little use in the solution of school problems. At the most active period of their lives they must sit still for several hours daily (this will some day be recognized as torture); they are lectured by grown-ups on subjects which generally have no bearing on their own interests. The interchange of ideas among themselves, in itself a valuable process, is forbidden by penalties. School "work" to them is a means of loafing; while play, which is their one channel of communion with real experience, is frowned upon. No wonder that Mr.

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Shaw has noted many points of similarity between schools and prisons! How has this false conception of education arisen? It has largely sprung from a wrong interpretation of the meaning of work, as something ugly and monotonous, something which can only be regarded as a regrettable necessity. Work has become the antithesis of vocation and spontaneous activity, and our present education represents this wrong idea. The Labour Party has no greater task before it than that of restoring harmony between these two social functions, work and education, and this it can do by the building up of a school life which is at once interesting, real, active, and expressive of the world around it.

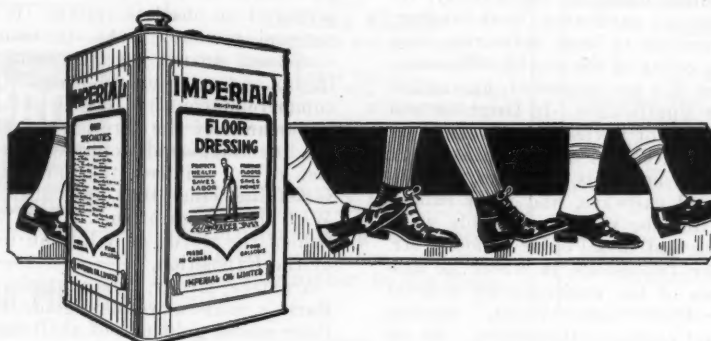
Within recent years many avenues of research have been explored by such pioneers in education as Miss Margaret McMillan, Mr. Edmund Holmes, Madame Montessori, and Dr. Hayward, who have all had actual experience to guide them. There are the researches into play-activity, of which Mr. McMunn writes in "The Child's Path to Freedom." The first explanation of play was that it is surplus energy. It has been said, "Play is the expression of superfluous energy above that required for the essential needs of life." According to this, play is a change from work, even the converse, and is of no utilitarian value. While this is true of adults, especially in an industrial community where work is associated with ugliness of circumstance, it hardly applies to children, who do no work in the usual sense. To a child, play is not incidental. It is not an expression of surplus, but of all energy. And so it was realised that play is a practice and preparation for adult work and life. This is obviously true of children playing at "shops," and girls playing with dolls. Thus the child is father of the man, and educationists are beginning to realise what little scope there is for this fundamental impulse in ordinary school life. Similarly with the discoveries of what is called the New Psychology, which shows us how the greater part of the mind is the Unconscious, and the mental complexes, which have their roots in the instincts, are the main material of the mind, rather than the rational and intellectual faculties. If this is really so, (and the New Psychology has stood the test of practical application better than the "faculty" doctrine of the earlier psychologists) then the present school curriculum allows little opportunity for the liberation of energy. By appealing to the superficial rather than to the basic impulses of the mind, and by splitting off school life from the external world, and so creating a false outlook towards both, the present curriculum is more than counterbalancing any good it does in giving the technique of the three R's. No wonder that some educational reformers refuse to send their children to school!

So from a consideration of modern theories it becomes plain that no mere extension of the present education in our schools can be sufficient. The Labour Party must guard against too superficial a view of its duties in the reform of this important social service. It is, in this respect, disheartening, if not surprising, to find Labourists expressing a desire for "a broad highway from the Kindergarten to the University" (which certainly sounds well) as if that policy, applied to the present literary, abstract, and non-manual methods, will produce anything except a more efficient "blackcoat," who despises all manual labour—a process which may be seen going on among the working-class children of any secondary school. The mere fulfilment of the present Education Acts, while it may

be satisfactory to cultured idealists like Mr. Fisher and Mr. Wood, should not suffice for one who has probed more deeply into social evils, and recognized their close connection with education. The kind of education, in the present instance, is of more importance than its extent. This perhaps explains the statement of Lord Robert Cecil last year that he could not understand the Labour enthusiasm for higher education, since "things have been managed by educated people." And from a similar point of view Mr. McMunn has suggested that the schoolboy is a sad fall from the genuine original, the boy.

But an attempt to forecast future educational reform depends on more than research in theory. It is necessary to notice what developments are taking place in actual practice and experiments. From them we can learn much. Such pioneering work is much commoner in England than in Scotland, where the greater rigidity of the examination system allows few opportunities for departure from the orthodox course of studies so that from this point of view the traditional superiority of Scotland is being eclipsed. By far the greatest work has been done in the English public school, Oundle, under its late headmaster Sanderson. To read "Sanderson of Oundle" (Chatto and Windus, 12/6) is to see what a dreary round of academic futilities the average school is! It is useless to say that because Sanderson's work was done in a public school it has no meaning for us, for during his last years he delivered many lectures in an attempt to remodel national education according to his ideas. In September of last year, in the New Leader, Mr. H. G. Wells wrote, "Sanderson's conception of education is one that a renascent Labour Party, steadfastly resolved to take power and govern, and setting itself in earnest to the task of reconstruction upon saner, sounder, juster lines, must necessarily adopt. It is the conception of education directed to creative service, which is exactly what we of the Labour Party mean when we talk of Labour, instead of to competition and 'possessiveness.'" The importance of Sanderson to the Labour movement cannot be overestimated. Were I asked to give a sound Labour policy with regard to the schools and universities in one word, I should answer, "Sandersonise." Instead of classrooms where boys sit passively imbibing information, Sanderson established laboratories for Physics, Chemistry, Biology, Music, Art, History, Literature, where every boy's talent and predilections are discovered and set to research work. There the boys do things, and learn by doing. They have engines of 30-h.p., and pulley tackle capable of dealing with a weight of half-a-ton. They produced munitions during the war. They have many acres of land where they conduct experiments—Mendel's work with peas, and the crossing of wheats. They repair the agricultural machinery of neighbouring farmers. They explore the countryside and collect and classify examples in geology, botany, zoology. The annual exhibitions—what a multiplicity is there displayed! And all this is done for a purpose—to rebuild society. Although Sanderson accepted industrialism, not only as inevitable, but as beneficial, the greatest tragedy of the age to him was the "unstretched faculties" of the worker, tied to a weary routine where there is no outlet for creative activity. He came to recognize society as a scramble where the acquisitive instincts had full play; and he deplored an education which found no outlet for impulses just as fundamental, and of far greater social import. This book should be read by all Socialists, for it is as a con-





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tribution to the solution of the industrial problem that the record of Oundle school stands.

In several districts of England similar work on a smaller scale is proceeding. "The New Era in Education" (Philips, 3/6) gives an account of some of these experiments. The most comprehensive are those of Mr. O'Neill in Lancashire and Mr. Arrowsmith near Halifax. The schools are attended by the children of mill-workers. Both the headmasters have gradually evolved a freer curriculum based on self-activity. By forms of handwork such as gardening, book-binding, and carpentry, by excursions to local industries, they have made school life a reflex of the world. This does not mean that the three R's are neglected, but rather that they receive a new significance. In Brighton and Lambeth, too, the teaching of Civics has advanced on similar lines. The children collect data such as maps, guides, pictures of hotels, hospitals, factories, municipal offices, markets, and railways, and form exhibitions of their work. But the most remarkable work recorded in this book is that in a Poplar School. Mr. C. T. Smith has written two books, in which he describes how the children of his working-class quarter produced "The Magic Flute" and "Faust," making the stage properties and costumes themselves. So remarkable were these performances (done without any trimming to juvenile capacities) that several leading musical critics, including Mr. Shaw, paid visits and gave their hearty commendation.

To take one more aspect of education viewed as creative activity. In the Daily Herald of September 9th, 1922, Mr. Lansbury wrote, "With a proper system of education in our village schools we could establish such a method of co-operative farming as would make our land independent of foreign supplies, and make it easy for our children to learn how to work, and to find work when the time comes for them to earn their bread." Here Mr. Lansbury is getting down to a much-neglected question. At present, school gardening is carried on, as a recent Parliamentary answer showed, in only 6,550 schools (England and Scotland). Most of these, naturally, are in rural areas. Yet when we consider its importance to us as individuals, and to the nation as a World Power; and when we consider the thousands of youths now leaving school with nothing to lay their hands to, we must surely recognise this subject as essential as the three R's. But gardening is not for rural areas only. What about the child in a town slum? If he is to obtain while still impressionable a consciousness of the futility of life in the large industrial towns, then, in some way, say by daily transport to schools outside the town, the child must learn of Nature's processes by personal contact before the factory has imprisoned him. The gain in health, in broadened outlook, and in the wealth of increased food supplies would justify such a step. Moreover, we should attain that ideal preached by Owen and Kropotkin of productive and physical activity allied with intellectual instruction.

The inevitable result of a reform of educational practice on the lines suggested above would be a great awakening on the part of children and parents. Why, they would begin to see something in it after all! The workers, instead of regarding education as academic and cultural, would recognize it as the power which first taught them the meaning of labour and life. At present the average man's attitude, if not actively hostile, is neutral and suspicious. He sees the school as a kind of museum, a repository of strange apparatus and articles, labelled and catalogued as a sign of their

connection with the distant world. Yet the scope of the school is infinitely greater than most people and teachers imagine. It should be the very centre of social life—especially in a rural district. To say that education is for a certain number of hours daily, and for a few years only, is like saying that religion is only for Sundays. The Labour Party can do much to develop this wider meaning. In any case, in its intention of building a new social order, the Party cannot be content to have the citizens of the future in the power of an obsolete system. It must call in the educational pioneers (who, in many cases, it must be confessed, do not see the social implications of their ideas) and set them to work. It is all too easy in a commercial country like Britain, to overestimate the importance of the three R's, and a reorganization on the lines suggested would at once capture the imagination of the children, the parents, and the workers, as something which they have always secretly longed for. With the advent of such a time we might apply to the School the words of Whitman in his prophetic "Song of the Exposition,"

"A palace, loftier, fairer, ampler than any yet,  
Earth's modern wonder, gladdening the sun and sky,  
Over whose golden roof shall flaunt  
The banners of every land,  
While somewhere within its walls  
Shall all that forwards human life be started,  
Tried, taught, advanced, exhibited."

—The Socialist Review.

## Group Insurance

The policy of retrenchment inaugurated by the government for this year, necessarily deferred action in connection with "Group Insurance." Sufficient assurance has, however, been received to indicate that this important matter will be considered an economic necessity in the near future. Acting on this presumption, it has been deemed expedient and opportune to commence further consideration of the subject, and as there may be some members who are not familiar with insurance in its different aspects, it will be the purpose of the following to emphasize briefly the importance of insurance in general, and particularly the "Group" plan.

The most general conception of insurance is a provision made by a group of persons, each in danger of some loss, the extent of which cannot be foreseen, so that when such losses shall occur to any of them, they shall be distributed over the whole group. Its essential elements, therefore, are, "Foresight" and "Co-operation"—the former the special distinction of the civilized man, the latter, the means of social progress. But foresight is only possible in the degree in which the consequences of conduct are assured, i.e., it depends on an ascertained regularity in the forces of nature and the order of society.

As nature is studied and subdued, and as society is developed, the element of chance is slowly eliminated from life. In a progressive society, Education, Science, Invention, the Arts of Productions, with regular government and civil order, steadily work together to narrow the realm of chance and extend that of foresight, but there remain certain events which may disturb all anticipation, and in spite of man's best wisdom and effort, may deprive him of the fruits of his



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labor. These are mainly of two classes, viz.:

1. Damage to property by the great forces of nature, such as lightning, hail, peril of the sea and fire.
2. Premature death.

A useful life has an economic value, and no skill can make certain its continuance to its normal close, in the reasonable expectation that it will last until a competence is gained or the family ceases to be dependent. Both classes of loss are alike, in that they fall on individuals in the mass who are not known beforehand, not selected by any traceable law, but the sufferers are ruined, while the same pecuniary loss, if distributed over the whole number, would be little felt. Wherever the sense of community is existent, this has been discerned and some effort made to act upon it. Insurance begins when the liability to loss is recognized as common, and provision is made beforehand to meet it from a common fund.

As we do not live for ever, the necessity and advisability of insurance is, therefore, apparent, especially in the case of a married man with a family dependent on his salary, and who may be snatched away from them without a moment's warning. Most of the men of the service who are physically fit, have some insurance, but unfortunately the ordinary rates prohibit the enjoyment of this great blessing to a large number, on account of the modest size of their salary. Thus, there is little safeguard for the family in case of death, and it is particularly on their behalf that the "Group" plan is being advocated.

Prior to the war, girls and young women who were supporting themselves and had no dependents, gave little thought to the necessity of insurance. However, today, women are giving ever increasing attention to business affairs, and many are filling positions of responsibility and have relatives or friends dependent upon them, who, under former conditions would themselves be dependent.

The magnificent part played by the women of all the countries involved, has given them a place in the councils of the nations, in industry and commerce, and even in politics, to which, however deserving, they did not have access before the war. Women always have been, and always will be, an important factor in the government service. However, they do not generally consider their positions in the light of a career, but rather as a temporary affair, whether or not matrimony is the object to which they aspire. It is submitted that such employees would become more firmly attached to the service through the medium of "Group" Insurance. This would mean economy and efficiency.

Apart from the above factors, it is important that every employee should leave an estate, sufficient to pay all debts and obligations, and in order that he or she may be buried in decency and honor.

Some of the distinctive features of the "Group" plan are as follows:

No medical examination is required.

The premium is usually met by the employer and employee on a 50-50 basis. The scheme is usually compulsory for all, although this is not absolutely essential, as any well defined group may be covered. The cost once established remains stationary. The amount any individual may be entitled to is a matter of arrangement, the maximum generally being three thousand dollars (\$3,000.00.)

There are provisions for disabilities, etc. An employee leaving the service may continue at the ordinary premium rates with no medical examination.

Some companies furnish many special features, such as nursing service in case of sickness.

The "Group" plan of insurance is one of the fundamental principles of co-operation, and has been adopted by many of the large industrial concerns and institutions, among which are the governments of the Provinces of Quebec and Manitoba. In the latter province the government pays the whole premium. The system provides the maximum of insurance at the minimum cost during the life of a person, whose death would mean the greatest financial loss to the dependents. It promotes a spirit of confidence and understanding, by cementing the relationship of goodwill between the employer and employee. It would exercise an elevating and stabilising influence on the personnel of the service, as it would be a means of inducement to better educated young people to desire admission to the service, with the object of making it a career instead of a stepping stone. The present abnormal labor turnover would be greatly reduced, as the policy holders would be reluctant to withdraw from the service because of the protection afforded to the family.

Insurance under the "Group" plan is considered a partial compensation for loyal and continuous service. It implies that an employer desires continuity of service. It relieves worry and anxiety on the part of the employee as to the permanency of his position and for the future provision of his family, and thus, with confidence and contentment, he is better equipped to render efficient service.

An insurance premium is a fixed amount, whereas grants or gratuities are an uncertain quantity, and generally unsatisfactory, as there is always the possibility of unintentional discrimination. Insurance under the "Group" plan would obviate the necessity of making grants by order-in-council to the dependents of deceased civil servants. It would also relieve the dependents from the humiliation of accepting charity.

The amount expended under the present system of reward for long and faithful service in case of death, would contribute to a large extent towards the payment of the insurance premium, and since this sporadic and irregular system has been in effect for many years, unless some other means are provided, it would be hard to discontinue, especially in the case of an employee who does not come under the provisions of the Superannuation Act. This is a strong reason why the government should agree to co-operate in the proposed scheme, and should consider the matter without any suggestion of paternalism, but simply from the standpoint of economy and sound business sense.

By assisting to make insurance under the proposed plan a possibility, the government would be relieved from the embarrassing position referred to in connection with gratuities. It would also be relieved from the reproach of indifference to the welfare of the dependents of deceased or disabled employees, and an opportunity would be given to employees physically unfit or of advanced years, to secure insurance that would otherwise be unobtainable. Insurance would be provided for the low-salaried employee that could not possibly be afforded at the ordinary rates.

It is submitted in conclusion that if "Group" Insurance is brought into effect, it would contribute in no uncertain manner to the relieving of anxiety for the future, and would enable the servants of the people in this province to discharge their respective duties in a manner becoming the dignity and importance of the work in which they are engaged—*Civil Service Bulletin*







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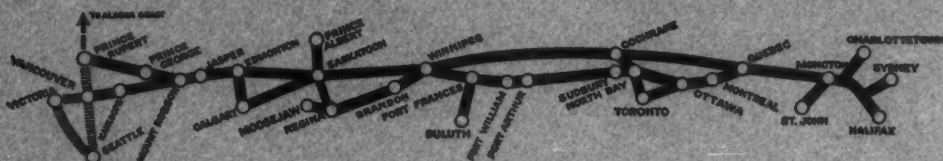
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